

INSPECTION REPORT

**Leeming and Londonderry Community Primary
School**
Northallerton

LEA area : North Yorkshire

Unique Reference Number : 121293

Headteacher : Mrs C Jenkinson

Reporting inspector : Mr D A Wilkinson
3240

Dates of inspection : 15 - 17 November 1999

Under OFSTED contract number: 707628

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	Junior and infant
Type of control :	Community
Age range of pupils :	4 - 11
Gender of pupils :	Mixed
School address :	Roman Road Leeming Northallerton North Yorkshire DL7 9SG
Telephone number :	01677 422160
Appropriate authority :	Governing Body
Name of chair of governors :	Mr P Coupland
Date of previous inspection :	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr D. A. Wilkinson Registered Inspector	Mathematics Information technology Religious education Art Design and technology Physical education Under-fives Equal opportunities Special Educational Needs	Attainment and progress Teaching Leadership and management
Dr J. D. Cross, Lay Inspector		Attitudes, behaviour and personal development Attendance Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnership with parents and the community Efficiency
Mr W. L-Bailey Team member	English Science Geography History Music	Curriculum and assessment Staffing, accommodation and resources

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MAIN FINDINGS

What the school does well

- The headteacher has been effective in moving the school forward since her appointment last year.
- Teaching was at least good, and sometimes very good in approximately half of all lessons observed. Teachers manage their pupils effectively and organise their classrooms well.
- Standards in speaking and listening, and reading are good.
- Art is taught very well and there are many examples of work of a high standard about the school.
- The school provides a positive start for the reception children and provision for children under the age of five is good.
- The school uses its limited space efficiently and effectively.
- The school has good links with the community and works in partnership with parents.
- The other adults who work alongside teachers in the school, parents, governors and support assistants, are always well briefed in their role by the teachers.

Where the school has weaknesses

- Standards of attainment in information technology are well below average in Key Stage 2. Progress is also poor and there are weaknesses in teachers' subject knowledge.
- Teachers do not make effective use of assessment to help plan future work.
- Pupils do not receive a sufficiently worthwhile experience of design and technology.
- The lack of subject guidelines in many subject areas continues to have an adverse effect on the quality of education provided.
- The school's procedures for monitoring and evaluating its work are under-developed.
- Plans for school development need to be streamlined so that targets for improvement become clearly focussed.

The school has more strengths than weaknesses. The weaknesses will, however, form the basis of the governors' action plan, which will be sent to parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made satisfactory progress since its previous inspection in June 1996. The rate of progress has accelerated since the appointment of the present headteacher. The attitude to learning of older pupils is vastly improved and the school is vigilant in maintaining good behaviour in the school. Appropriate policies are now in place but comprehensive guidelines are still not drawn up for all subjects. The governors, together with the peripatetic bursar, have undertaken a careful analysis of the school budget in order to reduce the large budget surplus to a more appropriate level. Funds are also to be made available in the present educational year to extend part of the school to make a small library area. Resources have been upgraded particularly in the area of information books and computer systems and each class has now access to four systems. The school is aware of the need to continue to upgrade resources in science. Appropriate procedures have been put in place to improve security procedures in the school. The school has a good capacity for further improvement.

Standards in subjects

Owing to the small number of pupils in each year group, which in recent years has always been below 10 pupils, it is difficult to make comparisons between the school's test results and those of all and similar schools nationally. One or two pupils with special educational needs or of high attainment can affect the results of the whole year group in quite a considerable way. For this reason the table giving comparative attainments' results, normally found in inspection reports of other primary schools, are not included in this report.

Standards in English are above average at the end of both key stages. Standards in mathematics and science are average at the end of both key stages. Standards in information technology are broadly in line with the national expectation at the end of Key Stage 1 but are well below it at Key Stage 2. Pupils at the end of both key stages attain the standards expected in the locally agreed syllabus.

The work seen in art is of a high standard but design and technology is weak where pupils do not receive a meaningful programme of work. By five years of age, almost all children achieve the national targets set for them. Their progress in language and literacy, mathematics and creative learning is particularly good.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Satisfactory
Science		Satisfactory	Satisfactory
Information technology		Satisfactory	Unsatisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

In the lessons observed teaching was very good in almost one in five lessons and at least good in almost half the lessons. Ninety five per cent of lessons were satisfactory or better. The judgement regarding the teaching relating to information technology is heavily influenced by teachers' lack of planning for the subject and the many opportunities missed to enhance pupils' learning by use of the computer systems.

Other aspects of the school

Aspect	Comment
Behaviour	Pupils are well behaved in lessons and assembly. In the playground pupils' energies are positively channelled into various games and activities and behaviour is mostly good.
Attendance	Attendance is good and pupils are usually punctual. There are no unexplained absences.
Ethos*	The staff are committed to raising standards. Pupils of all ages

	have positive attitudes to their work and relationships are good throughout the school community.
Leadership and management	The headteacher provides good leadership. The staff work well together as a team and the governors give sound support. Monitoring and evaluation of teaching and learning is insufficiently developed.
Curriculum	The curriculum is generally broad and balanced but there are weaknesses in information technology and, design and technology.
Pupils with special educational needs	These pupils have good individual learning programmes set for them and make good progress in meeting the targets set for them. In other lessons they make satisfactory progress.
Spiritual, moral, social & cultural development	Pupils' personal development is fostered effectively. They are encouraged to be responsible, caring and thoughtful through various initiatives and the good examples set by the staff. Older pupils are actively encouraged to relate positively to younger ones.
Staffing, resources and accommodation	The staff work hard. Resources are generally adequate apart from science. The accommodation provides limited space, particularly so for physical education lessons.
Value for money	The school provides satisfactory value for money

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p><i>According to the questionnaire the vast majority of parents agreed that:</i></p> <ul style="list-style-type: none"> • The school encourages parents to play an active part in the school. • They would find it easy to approach the school with questions, problems or complaints. • The school keeps them well informed about their children's progress and enables their children to achieve a good standard of work. • The school encourages pupils to get involved in more than just their daily lessons. • Their children like school. <p><i>Additionally the following positive views were supported at the parents' meeting:</i></p> <ul style="list-style-type: none"> • There is a happy, caring, safe, family feel to 	

<p>the school.</p> <ul style="list-style-type: none">• Personal issues and concerns are dealt with well.• There is a good parent support group which raises as much money as possible for the school.• The appearance of the school has improved dramatically through lovely displays and good organisation.• Discipline and behaviour are much improved	
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The inspectors would concur with this predominantly positive view of the school apart from the fact that standards attained in information technology at Key Stage 2, and progress in design and technology at both key stages, are weak.

KEY ISSUES FOR ACTION

In order to raise standards and enable the pupils to make better progress in all age groups, the governors, headteacher and staff should:

Raise the standards of attainment for all pupils in information technology and particularly at Key Stage 2 by:

- ensuring all pupils receive teaching across the full breadth of the subject as set out in the National Curriculum;
- raising teachers' expertise in the subject;
- ensuring that teachers' plans identify when and how information technology will be taught;
- using existing computers more regularly in lessons;
- introducing a recording system for each pupil so that year-on-year pupils' experiences and skills can be monitored; and
- monitoring teaching and learning frequently to identify areas for improvement.

(Paragraphs: 54, 9, 25, 36, 70, 128-135)

Draw up and implement clear and comprehensive subject guidelines in information technology and science by:

- setting a realistic time scale within which each will be completed and approved by the governors.
- using the recently produced national guidelines as a starting point.

(Paragraphs: 29, 39, 127, 13)

Establish effective procedures for monitoring and evaluating the teaching and learning in the school by:

- putting procedures in place to allow the governing body to make better informed judgements about the school;
- (ii) establishing procedures in school where evaluation gives analytical feedback to colleagues to enable standards to be raised

(Paragraphs: 70, 73)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan in order to:

- improve planning in design and technology to give pupils a programme of work that adds up to a more worthwhile experience of the subject

(Paragraphs: 12, 14, 29, 36, 141, 149)

give the school development plan clearer focus

(Paragraph: 69)

ensure better links between the school assessment procedures and the future planning of teachers

(Paragraphs: 33, 45, 109, 119, 132, 179)

INTRODUCTION

Characteristics of the school

1 Leeming and Londonderry Community Primary School is a very small primary school serving the villages of Leeming and Londonderry some ten miles or so from Northallerton. There are 43 pupils on roll, 27 boys and 16 girls. Year groups vary between a low of 4 pupils and a high of 9 pupils. In recent years pupil numbers have been fairly static but have fluctuated from a high of 59 in 1994 to a low of 36 in 1997. The pupils recently admitted to the reception class all started school in the September following their fourth birthday. All these pupils have had some pre-school experience in a local playgroup. At the time of the inspection these four pupils had been in school for just over half a term and all were still under the age of five. They are accommodated in a class that is made up of reception, Year 1 and Year 2 pupils. As they enter school, the attainment of pupils is quite wide between individuals but, for most pupils their attainment is broadly average.

2 Seven pupils (17%) are on the register for special educational need and two pupils (4%) have statements of special educational needs. Two per cent of the pupils are known to be eligible for free school meals, which is well below the national average. The intake of pupils is from an average socio-economic background.

The aims and values of the school are for pupils:

To develop lively enquiring minds with the ability to question, discuss and reason rationally.

To apply themselves to tasks and physical skills.

To respect religious and moral values and tolerance of other races, religions and ways of life.

To learn to care and be aware of other people.

To enlarge their knowledge, experience, imagination and understanding.

To enter the world as a whole person; actively working and as a responsible contributor in the society capable of achieving as much independence as possible and

For home and school to work as a partnership.

Current priorities set by the school:

Continue to raise standards of behaviour, attitudes and responsibilities of pupils.

Continue the development of the Literacy Strategy and introduce target setting for individual pupils.

Implement the National Numeracy Strategy.

Raise standards in information communication technology.

To undertake building works in order to create a Millennium Library.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year. The previous year is shown in brackets:

Year	Boys	Girls	Total
1999			5

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys			
	Girls			
	Total	5(4)	3(2)	4(3)
Percentage at NC Level 2 or above	School	100(100)	60(50)	80(75)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys			
	Girls			
	Total	3(3)	3(3)	3(3)
Percentage at NC Level 2 or above	School	60(75)	60(75)	60(75)
	National	82(81)	80 (85)	86(86)

Data regarding the number of boys and girls has been omitted so that there is no chance of the individual results of pupils being identified within such small year groups.

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

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year. The previous year is shown in brackets:

Year	Boys	Girls	Total
1999			6

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys			
	Girls			
	Total	6(2)	5(4)	6(4)
Percentage at NC Level 4 or above	School	100(40)	83(80)	100(80)
	National	70(65)	69(59)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys			
	Girls			
	Total	4(3)	4(3)	4(5)
Percentage at NC Level 4 or above	School	67(60)	67(60)	67(100)
	National	68(65)	69(65)	75(72)

Data regarding the number of boys and girls has been omitted so that there is no chance of the individual results of pupils being identified within such small year groups.

Attendance

Percentage of half days (sessions)			%
Missed through absence for the latest complete reporting year	Authorised	School	3.0
	Absence	National comparative data	5.7
	Unauthorised	School	0
	Absence	National comparative data	0.5

Exclusions

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

Quality of teaching

Percentage of teaching observed which is :		%
	Very good or better	19
	Satisfactory or better	95
	Less than satisfactory	5

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

3 Pupil attainment indicators gained from examining the school's test results and comparing them with the national test results are unreliable given the very small numbers in each group in the school. Over the past few years the size of the age group has been less than 10 pupils. The results of one or two pupils may alter the school's average results considerably. Therefore no comparisons have been made.

4 By the end of both key stages, pupils' attainment is above average in English and broadly average in mathematics and science. Standards in information technology at the end of Key Stage 1 are in line with the national expectation and are well below the national expectation at the end of Key Stage 2. Progress is good in English at both key stages and satisfactory in science and mathematics. In information technology progress is satisfactory at Key Stage 1 but poor at Key Stage 2.

5 Standards in religious education at the end of both key stages are in line with those expected in the agreed syllabus and pupils make satisfactory progress.

6 In English, by the end of both key stages, pupils' attainment is above average and pupils make good progress in speaking and listening, and reading. Pupils express themselves well. They listen to teachers, other adults and one another with good attention. In response to questions the older pupils speak clearly and are able to put together a string of ideas to support the point of view they are making. Attainment is also above average in reading at the end of both key stages and pupils make good progress. Pupils read confidently a range of texts. By the end of Key Stage 2 pupils read fluently and expressively. They show understanding of the significant ideas in a passage of text - for example, they can identify key features, themes and characters. Pupils in Key Stage 1 observe sentence punctuation to read accurately and with a sense of meaning. They make good progress in using a variety of strategies to decode words such as, the use of phonics, observing illustrations and identifying words by their context. Writing is average at the end of both key stages and pupils make satisfactory progress. The use of writing to support the work in other areas of the curriculum is less well developed but there are some opportunities - for example, the follow up writing to the visit to Ryedale Folk Museum. The pupils at the end of Key Stage 2 write with an appropriate readable style and have built up a suitable range of vocabulary. They pay satisfactory attention to punctuation and spelling. By the end of Key Stage 1 pupils punctuate their writing appropriately using capital letters, full stops and question marks consistently. There is clear evidence of the use of word books and dictionaries to check the accuracy of their writing.

7 In mathematics by the end of Key Stage 1, standards of attainment are average. Pupils have a satisfactory knowledge of place value and read numbers accurately to 100 with some pupils going beyond this level. Within this range they are able to count and order numbers and recognise odd and even. They calculate addition and subtraction sums both mentally and through written recording, mainly for numbers up to 20. They have a satisfactory knowledge of time and record time in both digital and analogue form. They have an understanding of the simple common fraction through practical activity such as paper folding and understand that halving is the inverse of doubling. Pupils make satisfactory progress as they move through the key stage - for example, in their work on fractions younger pupils study fractions as drawings and older pupils are able to calculate the halves of small odd numbers. Pupils have a good understanding of the more common two- and three-dimensional shapes including some of their symmetrical properties. By the

end of Key Stage 2 standards in mathematics are average and pupils make satisfactory progress. Pupils have built up their recall of number bonds including their multiplication tables to a sound level by the end of the key stage. They have a satisfactory knowledge of some of the more common patterns in number, including factors, multiples and square numbers. They record number in decimal form and have a basic knowledge of some of the common equivalent fractions - for example, 0.3 is three tenths. They use this knowledge to convert metric measure to a decimal form - for example, 44mm as 4.4cm. They have a good understanding of time, symmetry, volume and surface areas. An example of this is the investigative work where pupils calculated the various surface areas of cuboids of a certain fixed volume. Pencil and paper methods of calculating the four operations of number are insufficiently well addressed.

8 By the end of both key stages attainment in science is average and pupils make satisfactory progress. During the inspection period the Key Stage 1 pupils were studying the human senses. Pupils are able to make simple scientific observations and record their results. They know the different kinds of tastes that the tongue can detect. They have studied different animals to see how well suited they are to detecting sounds or seeing clearly. They have a satisfactory understanding of the main parts of the human body and make sound progress in their understanding of the location of their internal organs. Previously they have recorded their work with batteries, wires and bulbs to draw a simple circuit. By the end of Key Stage 2 pupils in their investigation work know how to conduct a fair test by varying one factor only whilst keeping the rest the same. In work on the human body they are able to identify the various parts of the human ear. They know that vibrations make sound and link these ideas to their work in music. Through practical activities they know that sound needs some medium to travel through, when they make a simple string and polystyrene cup 'telephone' for example.

9 In information technology pupils at the end of Key Stage 1 attain standards in line with the national expectation and make satisfactory progress. In work connected with art they have developed good control skills with the mouse and make sound progress in selecting a variety of icons from the computer screen to create pictures and then print them. They usually achieve this with little support from a teacher. They have worked with a programmable toy in order to give it directions and predicted the route it will take by drawing it in their books beforehand. By the end of Key Stage 2 the pupils have acquired insufficient skills across too few areas of the curriculum and standards are well below the national expectation. The progress pupils make is poor due to the inadequate development of skills year-on-year. The school makes too little use of information technology, in areas such as data handling, to support the pupils' work in mathematics and science.

10 In religious education pupils at both key stages attain standards in line with the those set down in the local agreed syllabus and make satisfactory progress. Pupils at the end of Key Stage 1 recognise the special events in the religious calendar such as harvest and relate this to their own lives. They retell stories about the life of Jesus. Sometimes they do this by correctly re-ordering cartoon strips, of a familiar parable, that the teacher has previously mixed up for them. They have time to reflect on the feelings of others and the need for rules. By the end of Key Stage 2 pupils have studied some other religions represented in this country and the symbols and traditions associated with them. They study the main stories associated with the life of Jesus and use the Bible to compare how different writers tell the Christmas story for example.

11 There are good standards attained in the swimming component of physical education where the vast majority of pupils at Key Stage 2 make good progress and usually attain standards at least in line with the national expectation.

12 Pupils make satisfactory progress in all other subject areas apart from art where progress is very good in Key Stage 1 and good at Key Stage 2. Progress in design and technology is

unsatisfactory at both key stages. There is no judgement of progress in music at Key Stage 2 due to lack of first hand-evidence as it was not possible to observe music at this key stage during the inspection period. Similarly no judgement has been made for geography at Key Stage 1.

13 The very good progress in art at Key Stage 1 directly relates to the expertise of the specialised teaching pupils have received over the past two years from the teacher concerned. Pupils receive a wide range of experiences. They experiment with printing, drawing and painting to study shape, line and colour. Their pencil drawings of snails show good observational skills with close attention to detail of body and shells and they show good shading. Their observational cutting of tissue and gummed paper in Year 1 and the more detailed observation of leaf structure in Year 2 shows very good progression. Pupils at Key Stage 2 have had less time in receipt of the specialised teaching but already the pupils are making good progress. There is observational drawing of war time objects linked to their history topic. They have drawn Tilley lamps in reasonable detail but with not much evidence of shading. However, by contrast the pupils' painting of trees, where colour mixing techniques are used in the painting of the leaves, are very good. The school uses information technology well at both key stages to support the teaching of art and more so than in other subjects where teachers regularly miss opportunities to use it.

14 The unsatisfactory progress in design and technology relates mostly to the very limited range of topics covered. In addition the school sometimes teaches the subject as a whole day project but this does not allow pupils to develop their skills in a systematic way. The overall time allocated to the teaching of the subject is low compared to that in other schools. Nevertheless, due to the strength of provision in art, pupils do have the opportunity to work with a wide range of materials. The pupils also have, as part of other topics, researched, planned and prepared sandwiches, and made paper hats for VE day. However these isolated pockets of provision are not enabling pupils to make satisfactory progress.

15 Literacy overlaps into most other subject areas including the successful speaking and listening skills through work in drama. However, the amount to which pupils write reports and make notes in support of other subjects is at a lower level than is expected. Numeracy overlaps into subjects such as science where pupils apply their skills to measuring distance and recording time in their investigations. The pupils in Key Stage 1 also apply their number work into practical situations when for example they used their knowledge of doubling to correctly proportion the weights and volumes of a recipe when cooking. The school has made a satisfactory introduction to the National Literacy and Numeracy Strategies.

16 Children under the age of five make at least satisfactory progress in all areas of learning and good progress in language and literacy, mathematics, creative and their personal and social development. By the time these pupils reach the age of five the majority have at least achieved average levels of attainment in the nationally identified areas of learning.

17 There is nothing within the work or the results of tests seen by the inspectors to suggest that there is a significant variation in the progress of boys and girls or pupils with differing abilities.

18 Pupils with special educational needs make good progress in meeting the targets set for them. These targets relate mainly to literacy or numeracy skills where pupils receive good support in individual and small group situations. The teachers cater well for these pupils in other areas of the curriculum and they make satisfactory progress.

Attitudes, behaviour and personal development

19 Since her appointment to the school a year and a half ago the headteacher has placed behaviour and attitudes high on the agenda for school improvement. Two years earlier the

previous inspection report concluded that the then Year 5 and 6 pupils showed a lack of purpose and had difficulty working in groups or finding things out for themselves. Pupils were generally well behaved but there were minor incidents of poor behaviour. Soon after her appointment the headteacher canvassed staff and found that they were very concerned about the lack of discipline, noise levels and the disrespect shown by pupils at times. Since then the headteacher, staff and governors have successfully introduced measures to address these problems and pupils' behaviour and attitudes are no longer an issue of concern.

20 Pupils under the age of five in the Key Stage 1 class quickly establish trusting relationships with teachers and all the other adults who help them during the day such as midday supervisors and parent helpers. They relate well to older pupils in the class who support them effectively. They enjoy the activities set especially for them, such as a teddy bears' picnic party and rise to the challenge when mixed-age work takes place. For example, in a literacy lesson, the pupils under the age of five were separately integrated into groups, which dramatised the essence of the story of Goldilocks and the Three Bears. The youngest pupils successfully rehearsed with the older children and performed confidently for the rest of the class by doing the appropriate actions and speaking clearly the few words required. Pupils under five play happily in the playground with the equipment provided and gain much pleasure from socialising with the older children. They are well behaved at all times.

21 Pupils in Key Stages 1 and 2 have positive attitudes towards their learning, a much improved situation for the older ones since the previous report. They are well motivated and keen to learn. They listen attentively during the introductory part of lessons and settle down quickly to practical activities, responding particularly enthusiastically to opportunities to use information communication technology. Throughout the curriculum pupils give of their best, stay focused on the tasks set for them and get on equally well independently or co-operatively. For example, a group of six older boys sustained concentration well in a Key Stage 2 physical education lesson and successfully composed a simple dance with sticks as a follow up to the visit by an Indian dancer the previous week. In the literacy lesson described above, Key Stage 1 pupils had no difficulty deciding for themselves who was to assume the roles of Goldilocks, the bears and narrator within their groups. Year 3 pupils with special educational needs reintegrate effectively with their former classmates when they sometimes work with the Key Stage 1 class.

22 Inspection findings agree with parents' views that pupils know what is expected of them regarding their behaviour and that such expectations are high. Pupils in both classes are well behaved in lessons, a significant contributory factor to the standards achieved. Teachers very rarely have to speak sharply to pupils to gain their attention and minimal time is lost through calling order. Lunch in the hall is a civilised, whole-school social occasion. In the playground behaviour is mostly good but very occasionally tempers flare. Pupils' energies are channelled positively into playing basketball, football or other activities which change daily to a rota system. There are no exclusions from the school.

23 Pupils' personal development is good. They are respectful to the teachers and other adults and relate positively to one another, whatever their age. For example, older pupils look after the younger ones well over lunch and in the playground and give them sensitive support during lessons. Pupils are reverent and respectful in assemblies led by staff or local clergy. During the inspection period pupils showed great willingness to learn a song about peace that was new to them, ably taught by the Methodist minister. They sang well and demonstrated great restraint by not removing the small reward of a sweet attached to the word sheet until home-time! Pupils respect their own and other people's property and handle the school's resources carefully. Their reports of recent visits to the inter-faith Centre and Asian stores in Bradford indicate pupils' respect for different faiths and cultural traditions. Pupils are keen to help around the school, for example,

by organising the pre-recorded music and chairs for assembly and act responsibly when doing so.

Attendance

24 Attendance is good and pupils are usually punctual in their arrival at school. There are no unexplained absences.

QUALITY OF EDUCATION PROVIDED

Teaching

25 The quality of teaching is satisfactory overall. In the lessons observed teaching was satisfactory or better in 95 per cent of the cases, good or better in almost 50 per cent and very good in almost 20 per cent. The very good teaching included both of the art lessons observed, one in each key stage, and an English and a mathematics lesson at Key Stage 1. There is good teaching within both key stages. Comparisons with the previous report are difficult, due to staff changes, but a similar picture emerges of sound teaching. However, the teaching of information technology at Key Stage 2 is unsatisfactory. There is insufficient coverage of the curriculum in teachers' planning. The lack of teacher expertise in this subject area also compounds this situation.

26 The teaching of children under the age of five is generally good. They are taught within a small mixed-age class containing reception, Year 1 and Year 2 pupils and are well catered for. Often they have the support of another adult such as a student, parent or teaching assistant. This arrangement works very effectively. The teacher sets clear learning targets which are communicated well to the support assistant. There is a good programme of 'child centred' play activities provided by the teacher. This programme helps the children to develop many of their skills in a less formal way than would be the case if they joined in with all the activities of the older pupils in the class. During the inspection period the children were making various items of furniture that feature in the story of the 'Three Bears'. The children used blocks from a construction kit to make the models. This helped them to develop both their language and fine co-ordination skills. Teachers and other adults give good attention to the children's personal and social development. These young children are successfully integrated into the whole of school life and learn quickly from older pupils in the class who set good role models. The National Numeracy and Literacy Strategies are being effectively used as a basis for teaching the basics in the morning session. The children often take some part in the introductory session for the whole class. They successfully join in some of the counting exercises in number or share in the reading of the big book, sometimes predicting text through repetition or context. The teacher then provides work set to their own level when they work as a small group within the class. The planning for these pupils is generally satisfactory and is good in those areas of learning where work is carefully targeted to this age group - for example, in language, numeracy and art.

27 The teachers demonstrate a secure subject knowledge in most areas they teach. There is a high level of expertise in the teaching of art and the school uses this teacher's expertise to good effect at both key stages. A wide range of experiences are given to pupils and the teacher demonstrates techniques to pupils with great precision whilst at the same time developing within pupils an eye for the appreciation of the work of artists. There are some acknowledged and significant weaknesses in teachers' competence to teach the full range of the information technology curriculum. However, arrangements are now in place for training to take place later this educational year.

28 The degree to which teachers challenge their pupils does vary, but on the whole it is satisfactory. In the lessons that worked well the teachers' expectations were a good match to pupils' abilities. In an oral session the pupils discussed with the teacher the characters in 'Wind in the Willows'. The questions put by the teacher enabled the pupils to reason and predict what they might read as the story unfolded. In contrast the introductory part of the numeracy session in Key Stage 2 lacked pace. The teacher put the questions too slowly and the thinking of higher ability pupils in particular was not stretched.

29 Teachers plan lessons conscientiously. A large part of the medium term planning deals with the content of the subject activities for the half term. This is very time consuming for staff but is a direct result of the lack of guidelines that normally support teachers' planning. Consequently within planning too much time is given to content and too little attention is given in subjects, such as science and design and technology, to the systematic build up of pupils' skills as they move through the year groups. The planning at both key stages is weak in design and technology.

30 Teachers' ability to organise the class and use appropriate methods including the deployment of other adult helpers is good at both key stages. In almost every lesson within Key Stage 1 the organisational ability of the teacher was identified as a significant strength of the teaching. Teachers group pupils appropriately in activity sessions and not always by ability. On occasion they use both mixed-age and mixed ability groupings to good effect - for example, when pupils dramatised the 'Three Bears' story and this promoted good personal development for individual pupils. These varying techniques help to ensure that the classroom activities include all pupils equally. Teachers and support assistants throughout the school work well together.

31 There is good management of pupils by all teachers. This is an improvement since the previous inspection. Routines are well established including the rules for classroom behaviour. Relationships between teachers and their pupils are good. All adults set good role models for pupils.

32 Good use is made of home-made resources for teaching to assist teachers in their work. The folding domino cards used with Year 1 and 2 for example, gave pupils a clear understanding of halving and doubling. The enlarged and photocopied leaf skeleton produced by the teacher to convey to pupils more about line, pattern and shape in natural objects was very effective. However, there is sometimes an over-reliance on commercial worksheets, many of which place too little demand on pupils. Two lessons, one in history and one in mathematics, were both affected by this when pupils spent too much time on colouring and too little time on new learning.

33 There is sparse reference in teachers' planning to assessment. Teachers do not use assessment appropriately to help them plan for the next area of learning. Periodic testing takes place but teachers make too little use of this information to adjust their future teaching programme for pupils.

34 The recently introduced homework policy has ensured greater consistency in the way teachers give homework. Volumes of work increase as pupils move through school and, for example, by the time pupils reach Year 6, activities include a mathematics worksheet to complete each weekend.

35 Teachers ensure the full integration of pupils with special needs into the life of the school. Often these pupils have extra adult support in small group work and especially when undertaking work in English or mathematics. Teachers prepare suitable individual education programmes for these pupils and for those who find learning most difficult, there is the regular extra input from a visiting specialist teacher.

The curriculum and assessment

36 The school provides a broadly based curriculum but there is a lack of balance at Key Stage 2 where the provision of information technology does not meet the requirements of the National Curriculum. There is not enough breadth. All subjects of the National Curriculum are taught and religious education. Design and technology, however, is presented within a very limited range of activities and does not allow for continuity and progression - thus design skills are not successfully built upon. Some of the cross-curricular aspects within topics, such as listening to the production of sounds in music and a scientific study of the ear, are effectively linked. There is a wide range of imaginative, positive opportunities within art, a curriculum strength, which counterbalance some of the lack of design and technology opportunities - for example, the design and construction of Tudor board games.

37 National Numeracy and Literacy Strategies are in place. They are taught appropriately and have effective links with the language and literacy, and mathematics taught as part of the curriculum for pupils under the age of five. The school effectively stresses the speaking and listening components of the English curriculum. The curriculum for the under fives is good and fully reflects the six areas of desirable learning outcomes.

38 The curriculum for pupils with special educational needs is adjusted well through appropriate individual learning programmes. The assessment process quickly identifies pupils with a need for special education and does not delay their inclusion on the register. There is a current procedure for the withdrawal of the statemented pupils for a maximum of an hour on a number of mornings each week.

39 Since the previous inspection the subject policies have been approved and updated. Planning is sound: objective targets are set for the pupils' learning, but day-to-day assessment opportunities are not formally planned in the weekly planning sheets. Long-term planning in this area is unsatisfactory. There is a significant lack of in-house produced subject guidelines: apart from the Literacy and Numeracy Strategies. The staff refer to recently published government guidelines, which provides coverage of the curriculum activities. However, school guidelines built on the government guidelines and relating clearly to school's own topic cycle are not in place. The lack of school guidelines means that teachers have to give far too much attention in their planning to content and too little detail of how pupils' learning is to be successfully built upon year by year in the mixed age classes. Once in place, the structured, sequenced guidelines would release time and enable staff to pinpoint more effectively the objectives to be taught in the short-term. Based on the National Desirable Learning Outcomes, the efficient curriculum planning for children under the age of five ensures good provision for these pupils.

40 Teachers efficiently implement their conscientiously prepared weekly plans but these short-term plans require more detail and precision to enable more rigorous targeting of work in the two classes. In general, there is sufficient differentiation to meet the differing abilities. All pupils have full access to the curriculum. Efficient planning at Key Stage 1 contributes appropriately to the soundness of the standards achieved. Teachers ensure support staff are well briefed: there is close co-operation with parents working in classrooms to ensure that all pupils make appropriate progress.

41 Tracking of pupil's progress in reading is undertaken for all pupils. The children are tracked every six months and reading ages are recorded. The school uses two appropriate, commercial sentence-form, tests. There is an English portfolio of pupils' work that has been assessed against criteria set out in the National Curriculum. The criteria for reaching the quality judgement of the pupils' work are also given. The intention is for the portfolio to become a celebration to share at

parents' evenings. Within both key stages during the present educational year there has been some short-term and yearly target setting with children's parents.

42 Homework is used effectively to support pupils' learning. At Key Stage 1 it consists of reading, spelling and number activities, while for the older pupils regular homework on occasions includes research tasks for class topics.

43 All pupils have access to extra-curricular activities, including sporting visits. These experiences help to enrich pupils' learning and make important contributions to their personal and social development. The visit to Ryedale museum is of significant educational benefit and provides the pupils with a vivid impression of life in the Tudor period. All members of staff take part in organising or assisting with after or out-of-school activities.

44 The school makes good provision for the pupils' personal, health and social education: a natural reflection of the breadth of concern which underpins all aspects of the life of the school. Pupils are made aware of the problems associated with drugs. Sex education is provided through a carefully structured programme of work and parents have opportunities to preview.

45 The use of assessment to inform curriculum planning is unsatisfactory. The lack of assessment in planning effectively excludes the opportunity to appraise pupils' progress, the targets achieved and the continuity and progression between year groups. Voluntary, national test material is completed periodically by the pupils at Key Stage 1 and throughout Key Stage 2 for English, reading, mathematics, and science. Although these can be informative as comparative benchmarks the results are not formally used to inform future planning nor for the targeting of pupils' progress and understanding. There are no records of the pupils' work in the foundation subjects. The quality of marking is inconsistent: the main response is the sole tick method; some identify the area of the error but constructive diagnostic comments are rare. The standards of presentation are variable; most are adequate but there is a haphazard look about a significant amount of the reported activities.

46 The county council's baseline assessment on entry to reception is crucial and comprehensive. The Early Years' teacher assesses the needs of the particular pupils and effectively implements or modifies the planning for the pupils' learning accordingly. Over time, however, there is a lack of a carefully organised system of internal screening to supplement the summative end of key stage tests, to give the teacher a standardised profile of a child's progress.

47 Reports to parents are of a satisfactory quality and allow both pupils and parents to make evaluative responses. Pupils are infrequently involved in an on-going evaluation of their work although some older pupils with special educational needs are involved in the meetings to review their progress. The school does maintain records of pupils' work in certain areas to keep track of progress over time.

Pupils' spiritual, moral, social and cultural development

48 The school fosters pupils' personal development effectively through the caring, happy, trusting family atmosphere which positively influences all that happens within it and is highly valued by the parents. The staff, who are small in number, assume many different roles during the school day and support each other well wherever help is needed. This teamwork, thoughtfulness and awareness of others' needs sets a good example for the pupils.

49 The school's provision for promoting pupils' spiritual development has improved since the previous inspection and is sound. Heightening of spiritual awareness occurs chiefly through daily acts of collective worship of good quality and religious education lessons. The whole school

gathers together for the worship, which is sometimes led by local clergy. Songs and prayers are well matched to the message and care is taken to get the point across effectively to pupils of all ages, including those under the age of five, through relevant interaction and illustration. During the inspection period one assembly successfully helped pupils to consider how they might brighten the lives of others through their love, friendship or joy but the opportunity was missed to give pupils enough time to reflect upon this personally and relate it to their own lives and experiences. Participation by pupils in leading the worship, through readings or music, for example, is not a sufficiently strong feature.

50 Pupils' moral development is fostered effectively through the teaching of principles that enable pupils to know the difference between right and wrong behaviour. Pupils assist in devising the school's code of conduct and their own class rules which helps to make them more memorable and relevant. Pupils are reminded about the school's expectations regarding their conduct by prominent displays around the building and onto the playground. Key Stage 2 pupils organise thought provoking formal weekly debates on moral and social issues and pupils take a novel approach in religious education lessons to the study of anti-social behaviour by looking at bullies in fairy stories such as Little Red Riding Hood. Pupils are successfully encouraged to help others outside the school community through supporting national and international charities such as Comic Relief, Children in Need and Action Aid. Their recent Harvest Festival appeal enabled shoe boxes of goods to be sent to Children in Distress.

51 The school promotes pupils' social development well. Older and younger pupils are successfully encouraged to relate positively towards one another through various strategies such as mixed-age dining table arrangements at lunchtime, whole-school play sessions, paired reading between cross key stage partners, whole-school visits to the theatre and the organisation of pupils in some assemblies. For example, during the weekly Good News Assembly, younger pupils alternate with older ones in a circle within which those awarded public recognition for personal achievement are called to celebrate their successes. Older pupils undertake a residential visit which successfully brings them into contact with their classmates and the wider community in unfamiliar surroundings. In addition, pupils take part in several cluster initiatives which enable social interaction with others from local schools. Pupils are effectively encouraged to show initiative and take responsibility for minor duties around the school.

52 Cultural provision is good and has improved significantly since the previous inspection due to the impressive contribution made by art in recent months. Displays around the school successfully celebrate pupils' work in art by placing it alongside prints of famous paintings. Captions to the displays effectively encourage greater appreciation of art by, for example, inviting the viewer to consider light direction, pattern or anamorphosis in the works of Holbein. A recent visit by older pupils to a local folk museum has given them good opportunity to learn more at first-hand about their own cultural heritage. In religious education lessons pupils are taught about several world faiths in addition to Christianity. Key Stage 1 have visited the local church and chapel and older pupils have been to an interfaith centre in relation to this work. Key Stage 2 pupils' topic work on India has included first-hand multi-cultural experiences of visiting two Asian stores in Bradford and performing alongside an Indian dancer who visited the school. The recent Harvest Festival service held in chapel had a multi-cultural theme.

Support, guidance and pupils' welfare

53 The staff are very caring and do their utmost to support and guide the pupils and promote their well-being. All three teachers teach every pupil in the school at some point during the week and the non-teaching assistants both have several roles during the day. This arrangement gives each staff member a good knowledge of the pupils and makes it easier for them to recognise uncharacteristic behaviour. Parents value the sensitive way that concerns are dealt with and

particularly appreciate the ease with which they can approach the staff with problems or questions about their children.

54 Suitable arrangements are made to smooth the induction of pupils under the age of five. The class teacher goes to meet these children in the local pre-school group and discusses their needs with the staff. In the term prior to admission pupils under the age of five are invited to attend three sessions in school which enable them to meet staff and their future classmates. These sessions successfully help them to become familiar with the classroom layout and some of the school's routines.

55 Academic progress and personal development are monitored satisfactorily starting with baseline assessments early in the reception year. Various further assessments are undertaken in English, mathematics and science as pupils get older. Curricular and personal targets, such as temper control, are set for each pupil at the autumn parent consultation and progress towards these goals is reviewed in the summer.

56 Pupils with special educational needs are well supported by the staff and, where appropriate, outside agencies such as educational psychologists. Good individual education programmes are drawn up for the pupils and realistic targets set which are reviewed with the parents on a termly basis. Pupils with statements of special educational need receive an effective mix of in-class and withdrawal support.

57 Effective procedures have been introduced by the headteacher and governors to promote high standards of good behaviour and these have had a positive impact upon older pupils' attitudes towards learning. The staff now have a common approach to rewarding pupils for special achievement of all kinds through the Good News Book and to disciplining them through the Behaviour Book. In addition Key Stage 2 pupils receive ticks on a chart which accumulate towards small privileges. The pupils respond positively to these rewards and sanctions. Only occasionally does the headteacher have to involve parents in behaviour modification when their child's name has been entered three times in the Behaviour book. Parents commented that discipline is tighter now than in the past and pupils are much clearer about what is expected of them.

58 The school has good procedures for promoting regular and punctual attendance. Parents almost always let the school know when their child is absent and explanatory notes are kept in the registers. The secretary is informed in order that checks be made, if a child fails to arrive at school and there has been no explanation. Little holiday is taken in term time. Exceptionally good individual attendance is rewarded with a smiley face in the child's end of year report. Punctuality has improved since the introduction of the home-school agreement, which underlined parents' responsibility for getting their children to school on time.

59 The welfare, health and safety of the pupils receive a high emphasis. Security has been suitably tightened since the previous inspection report noted this as a weakness. The school has clear procedures for dealing with matters related to child protection and appropriate training in this has taken place. Governors are suitably involved in health and safety checks and regular inspections of the premises take place. The school has a clear policy on health and safety, which includes appropriate accident and emergency procedures. Drugs awareness training has recently been undertaken and most staff members are trained in first aid. Year 5 and 6 pupils attend Crucial Crew activities, which teach them how to cope in the event of an emergency.

Partnership with parents and the community

60 The school's partnership with parents and the wider community is successful. Parents indicated a high level of support for the school by almost unequivocally expressing entire

satisfaction with all of its aspects. At the time of the previous inspection they were less positive, particularly about homework.

61 The degree of involvement of parents is good. Literacy and numeracy evenings have successfully raised parental awareness of recent national strategies and have been fun to attend. Useful leaflets are issued to parents of pupils under the age of five about helping their children at home with mathematics, language and literacy and personal development. These parents are invited to attend a helpful meeting with the headteacher and other staff to explain routines and baseline testing procedures when their children first start school. Parents have been involved in the decision-making processes on home school agreements and the amount and nature of homework that is set. A strength of the information taken home by pupils is the homework record sheet in Key Stage 2 which states what is to be done and by when.

62 Several parents, an ex-parent and a governor generously donate considerable time to the school by helping class teachers in lessons and with other tasks. These volunteers are very well briefed and their deployment makes a positive contribution to the quality of education provided. There were no regular classroom helpers at the time of the previous inspection. The parent support group organises regular social and fundraising events which involve the young and the elderly in the village. These events generate substantial funds for the school and raise its profile in the community. Recent financial donations from the support group have purchased additional information technology equipment. Staff greatly appreciate the volunteers' efforts and do not take them for granted. In a recent newsletter the headteacher expressed her good fortune and gratitude in having such community spirit and dedicated people on which the school thrives.

63 High quality information is provided for parents about the curriculum and everyday life of the school. Newsletters are issued every two or three weeks which suitably update parents about routines and special events and also outline what is being taught at the time. Requests are made through this channel for parents to get involved by imparting their knowledge or expertise to pupils in school, or by sending in relevant artefacts from home such as wartime memorabilia for a recent history topic. Parents respond well to such requests.

64 Parents are given good opportunities to discuss their children's progress with class teachers and the part-time teacher at biannual formal consultations. These are each held at different times over two evenings to cater for as many parents as possible and pupils' workbooks are sent home to show partners who are unable to attend. Suitable targets for improvement are set at the autumn meeting and reviewed in the summer. The annual written reports are generally sound in quality but fail to report on attainment and progress in information technology.

65 Staff maintain very good contact with parents of pupils with special educational needs. Meetings are held each term to discuss the progress made towards their targets and termly formal written reports on progress are issued which include appropriate recommendations.

66 Good use is made of the local community to enliven the curriculum and raise standards, particularly in physical education. A nearby field is used for games and sports days and pupils take part in inter-school sports at Masham. Sunderland and Middlesborough football clubs have run popular coaching courses in school. Key Stage 2 pupils have recently visited Ryedale Folk Museum to enrich their learning about the Tudors. Pupils have sketched the local pond and scientifically investigated the life within it. The school successfully joins in many cluster initiatives which help to raise standards and positively contribute to pupils' personal development. Local businesses were effectively involved in a Year 6 cluster mathematics afternoon. Links with local churches are strong through the clergy leading some of the worship in school and through use of both Methodist and Anglican premises for special services and occasional religious education lessons. Recent visitors to the school have included the 'Batman' and an Indian dancer.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

67 The recently appointed headteacher provides good leadership. She enjoys the trust of colleagues. The teaching and non-teaching staff work well together as a cohesive team. Whilst there are nominated subject co-ordinators in place for all subjects, the teaching staff adopt a collegiate style of responsibility; a sensible way of management in this small school. The whole management style of the school is consultative with the aim of building on consensus. Nevertheless, there is determination on the part of the headteacher to give overall direction and strategy to the school's development. Over the past few years there have been frequent changes of headteacher, four in seven years, and this has been detrimental in ensuring continuity of leadership.

68 The school has taken satisfactory action and effective steps to address the issues raised in the previous inspection report. The present headteacher in particular has accelerated progress in many of these areas. The two items still outstanding, and acknowledged by the school, are the lack of subject guidelines in most subject areas and resource provision in science. The school has good capacity for further improvement.

69 The present school development plan is a sound document and shows some improvement from the one at the time of previous inspection. Priorities and targets are clearer. Whilst developments are ambitious the targets are realistic and build on previous initiatives. However, there are still weaknesses. The plethora of development plans for the school needs some unification. The inclusion of what amounts to many of the routine annual events in the present plan detracts from giving a clear focus to development priorities.

70 The headteacher has a very heavy teaching commitment in addition to the leadership role. Nevertheless, she manages to find some time to monitor the teaching and learning. In the past twelve months the headteacher, teaching staff and the literacy governor have monitored English lessons. The evaluation side of this exercise lacks the clear judgements necessary to identify the weaknesses that teachers must address in order to raise standards. The local authority also provides useful reports to the headteacher and governing body through its own monitoring procedures.

71 The school has an appropriate policy for pupils with special educational needs that reflects the expectations of the National Code of Practice. The governor with responsibility for this area has a good understanding of the needs of these pupils and he meets regularly with the headteacher to discuss issues.

72 The headteacher assumes responsibility for the management of the curriculum for children under the age of five and teaches this age group for most of the week. The arrangements for these pupils are good.

73 The governing body is very supportive and committed to the school and its community and they give sound leadership. The headteacher, through her termly reports, keeps the governors well informed. Two-thirds of the teaching staff serve on the governing body. In addition to these teachers there are a few governors, especially the Chair of governors, literacy governor and parent governors who are involved in the day-to-day life of the school by their regular visits. Through the work of the finance committee and the help of the peripatetic bursar, governors have a good understanding of issues affecting future planning of the school budgets. They are, for example

acutely aware of the difficulties of strategic planning when the overall school budget can be influenced significantly by the movement of a few pupils in or out of the school. The governors through their close links with the community are able to monitor effectively the community's perception of the school. However, the governors place too much reliance on the professionals in leading school development and there are inadequate procedures to effectively monitor the work of the school. Systems need putting in place to enable governors to make more informed judgements.

74 The school has set realistic and appropriate targets for pupils in English, mathematics and science. Teachers base the targets on pupils' past performance in both baseline and national tests. These targets have been approved by the governing body. The good working relationships, together with the support of governors and the commitment to raising standards provide the school with a positive ethos. There is a very uneven balance especially within Key Stage 2 of numbers of boys to girls. Nevertheless, there is nothing to suggest that this gender imbalance detracts pupils' progress in any way and equality of opportunity is carefully monitored.

75 The school effectively implements its aims. The governing body meets its statutory obligations except for the full implementation of the information technology curriculum at Key Stage 2.

Staffing, accommodation and learning resources

76 The two full-time teachers are appropriately qualified and experienced in teaching most subjects of the National Curriculum. There are weaknesses in expertise in the teaching of information technology and aspects of the design and technology curriculum. The teaching staff are, however, well deployed and they can operate equally well in both key stages. All three, including the part-time member of staff, present good role models and cope very well with the constraints the building and limited resources within some curriculum areas. Through the allocation of the part-time teacher and some non-teaching support to the two classes, smaller groups are established for the work in the core subjects. These are arranged so as to bring together pupils of similar abilities within each key stage and work is structured accordingly. When the full class comes together, the plenary sessions are suitable for the subject's delivery. This provides a model of good practice and does much to sustain the morale of staff. The headteacher makes good arrangements for the professional development of all staff.

77 Pupils' learning and welfare are enhanced by the good provision of support staff and help of volunteers whose work is well co-ordinated with that of the class teachers. They are valued members of the two key stages' teams.

78 The school has barely sufficient accommodation for the range of pupils and the subjects taught but through vigorous staff effort, well led by the current headteacher, the building has been adapted and storage space streamlined, to create more open classrooms which provide an adequacy of space and an attractive environment for learning in keeping with the school's aims and ethos. It is maintained to a good standard of safety and cleanliness. However, the 'home corner' in the Key Stage 1 classroom is small and restricts opportunities for younger pupils to be involved in a broader, child centred programme in which facilities embrace free choice activities. The weakest features of the accommodation are the small hall and the provision for physical education - especially for the older Key Stage 2 pupils when taking part in movement, dance and large apparatus routines. There is also the lack of a grassed playing area but this has in part been addressed since the school currently has use of the village playing field where pupils are able to take part in cluster sports activities.

79 The school has a growing stock of books which is used to enhance pupils' reading

standards. There is a central library and story books and reference materials are distributed also to relevant class bases. To celebrate the millennium a new library area is planned and the resourcing of that will follow with an emphasis on information books. The school makes good use of the local authority library and museum loan services. There are limited science and design and technology resources but, in general the provision of other materials and equipment is satisfactory and supports effective teaching and learning. There are a number of new computers and a range of CD-ROMs within each key stage.

The efficiency of the school

80 Financial control of the school is good through the finance committee of the governing body. The headteacher and administrative assistant are responsible for detailed accounting with the help of a peripatetic bursar from the local education authority. The finance committee meet at least termly to discuss the starting budget, revise it in the light of any major changes and consider the following year's financial position. The budget surplus remains high, although not as excessive as at the time of the previous inspection which reported this as a key issue. Increased staffing levels over the past 15 months are predicted to reduce the current surplus to a more reasonable figure by the end of this financial year. The most recent forecast of the school's budget surplus for the end of the current educational year is ten thousand pounds, a reduction of fifteen thousand pounds over eighteen months. Fluctuating numbers of pupils on roll in this small school make forward planning difficult but summary forecasts of income and expenditure have been suitably charted for the next two financial years. In the light of past experience the school is understandably wary about acting too soon to stop the predicted subsequent further erosion of the surplus. The most recent auditor's report was satisfactory.

81 Financial planning is good and is well linked to need. The teaching staff have a collegiate approach to curriculum management and development so all three play an equal part in setting annual priorities for spending. Much of this spending has wisely been targeted towards literacy and numeracy in recent months. Good use is made of the specific grants that are available to the school. Funding which is earmarked for pupils with special educational needs is suitably used to increase support for them in lessons, provide teaching cover whilst the special needs co-ordinator works on pupils' individual education plans and purchase additional resources. Money available for staff training is appropriately spent on courses pertaining to national initiatives and personally chosen development needs. For example, staff are to attend much needed training in information communication technology in the new year.

82 Staff and volunteer helpers are effectively deployed. The use of the part-time teacher for team teaching and art specialist teaching is a particular strength of the current staffing arrangements. The accommodation is utilised to maximum effect and the school's resources neatly stocked and labelled in the limited space available for storage. This is also true of the good use made of the limited space available in the Key Stage 1 class to cater for the needs of the children under the age of five. The headteacher has vastly improved the accessibility of resources by getting rid of stock that was past its useful life and by removing damp old cupboards to create open shelving. Good use is made of self-help initiatives to enable the school to save money. For example, much recent time and effort has been put in by volunteers to complete the computer bays. The parent support group provides invaluable additional funding and appropriate use is made of the wider community, for example, for cluster cost sharing activities. Most of the school's resources are used effectively but the new computers are under-used at present, particularly in Key Stage 2. The time spent by children at computers will need to increase greatly before the necessarily high spending on information communication technology becomes cost effective.

83 The average cost per pupil is high, as is often the case in small schools, but when balanced against:

the average attainment of pupils on entry;
their broadly typical socio-economic circumstances;
the sound quality of education provided;
the broadly average standards attained;
the satisfactory progress made; and
the good ethos
the school provides satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

84 Children start school in the September after their fourth birthday. Most pupils who join the class have some experience of pre-school provision usually in a playgroup. There are good arrangements in place for parents to visit school before their children are admitted and the children themselves have the opportunity to spend a few sessions in school getting to know their teacher and the school routines. The results of baseline tests lead the school to share the children's targets for learning with the parents. At the time of the inspection there were four children in school under the age of five. These children are taught in a small mixed age class of reception, Year 1 and Year 2 pupils. This creates difficulties for the appropriate provision for these children, but the class teacher makes very effective arrangements for their integration into the class.

85 The teachers relate their curriculum planning to the National Desirable Learning Outcomes for Children Under Five whilst taking into account the requirements of the National Curriculum. Within literacy and numeracy, the national strategies for these two areas of work are being successfully implemented. Staff plan an appropriate programme of work for the children including good informal activities associated with, for example, sand and water play and work with constructional toys.

86 When pupils start school there is a range of attainment but most pupils' achievements are broadly average. They make good progress and by the time they are five they have attained the desirable learning outcomes in the six areas of learning. Some pupils attain well and are working within the National Curriculum programmes of study.

Personal and social development

87 Teachers successfully promote the personal and social development of pupils within all areas of school life. In the school playground the children sometimes play trains or pretend to be rabbits and are happy and confident playing amongst themselves or with older pupils. They behave well in lessons and often work within a group of pupils their own age but sometimes as one of a group with older pupils. They relate well to their classmates and are confident enough to contribute to class discussion. Before and after physical education lessons they dress and undress themselves correctly with little need for supervision. The children follow the adults' instructions well but on occasion the less mature find it difficult to resist the temptation to shout out or wait their turn. After practical activities they tidy up well, sharing the responsibilities. Pupils know and understand what is right and wrong. They have an awareness of caring for the environment and the need for rules - for example, to drop no litter.

88 The quality of teaching is good in this area of learning. Standards of care and sensitivity of response to the needs of these young children are maintained throughout the school day as they move between activities and are overseen by various adults.

Language and literacy

89 Children make good progress in language and literacy development. In lessons they follow the teachers' instructions carefully. In the 'Three Bears' story they listened attentively to the older pupils or the teacher narrating the story as they dramatised their parts with good facial expressions. They broaden their vocabulary in a variety of lessons - for example, when working with salt dough they describe it as being soft, cold and spongy.

90 The children clearly know that words and pictures in books convey meaning. When the children looked at the words surrounding the 'Jack and the Beanstalk' house in the classroom a child 'read' part of the story to the visitor. Often at the beginning of an English lesson they share a big book story with older pupils and join in the reading when repetition in the story enables them to predict the text. Some pupils are showing an increasing understanding of the sounds of letters and even begin to blend sounds together to help them decode words. Some pupils recognise the sounds of letters in the middle of simple words. They use their knowledge of rhyme to identify groups of words such as 'fog', 'dog', and 'log' that belong to the same family.

91 Pupils either write their first names by themselves unaided or by overwriting the printing of the teacher. They are taught to read and form their letters correctly. They begin to write their own news moving from overwriting the teacher's print to unaided underwriting.

92 The teaching in this area of work is good. There is a successful range of activities. There is drama work together with careful attention to the teaching of phonics and pupils from an early age write and use pictures to tell a story.

Mathematics

93 Teachers make the work interesting for pupils and during the time of the inspection many of the learning activities related to the story of the 'Three Bears'. Through such activities they are developing an understanding of size and the language associated with number. They are able to sort a selection of small plastic bears by colour and by size or arrange them to a pre-determined pattern. They have a good understanding of words associated with size or position - for example, 'biggest', 'next to' and 'in front of'. The children count accurately a small number of objects although on occasion a pupil will count too many having forgotten where they have started. They read smaller numerals accurately when identifying coins, for example. Some pupils are able to make comparisons and know that four is bigger and one more than three.

94 The teaching is good and often other adult helpers work effectively with this small group of children. The teachers thoroughly brief the helpers and support assistants in order that the work remains clearly focussed to the needs of the children and their stage of development.

Knowledge and understanding of the world

95 Children make satisfactory progress in this area of work. They join in the topics being studied by the older pupils. In a science topic related to 'senses' they have learnt how the shape of ears helps to gather sound. They know that some animals such as rabbits have particularly large ears to help them hear well. They learn about their own senses and have looked at an enlarged picture of the tongue to identify their taste buds. They talk about their own experiences of where they live and they know that people live in different kinds of homes including farms.

96 The teaching is satisfactory. The planning in this area of work does not sufficiently separate the particular learning goals for this group of children from that of the older pupils in the class. However the way in which these children record their experiences, often through use of drawings and pictures, indicates the distinct provision on a day-to-day basis.

Physical development

97 The children make satisfactory progress. They have physical education lessons in gymnastics, dance and games. In dance lessons they use space well and show a satisfactory range of movements when marching and skipping in time to the music. They use their imaginations to interpret the music and usually stop well on command.

98 There are constraints on the provision in this area of learning. The indoor teaching space is small and there is the lack of an immediate secure outdoor space, which can be easily supervised to enable pupils to engage in play with large toys or climbing apparatus. The school has given consideration as to how this might be overcome but there are no easy options available without major alterations to the building.

99 The teaching is sound. A good feature of the teacher's planning is arrangements for a wide range of constructive play activity that enhance pupils' physical development and manipulative skills. During the inspection these pupils' were intensely engrossed in making chairs for the teddy bears but one pupil thought better of it and made an 'angle grinder' instead!

Creative development

100 The children make good progress in this area of learning. They learn to respond to music in dance and explored music to suggest mood when they were taught alongside older pupils to compose a graphic score to accompany the story of the 'Three bears'. The children undertake a very good range of art activities and they make particularly good progress in this aspect of work. They print and paint or draw from observation and imagination. Their paintings in the style of Monet's garden show their very effective use of colour, shape and space.

101 Teaching is good. The individual talents of teachers are deployed to good effect and teachers set work in stimulating contexts for the children.

ENGLISH, MATHEMATICS AND SCIENCE

English

102 Pupil attainment indicators gained from examining the school's test results and comparing them with the National Test results are unreliable given the very small numbers in each age group in the school. Over the past few years the sizes of the age groups have always been less than ten pupils. The results of one or two pupils may alter the school's average results considerably and therefore no comparisons have been made.

103 Standards in English are good at the end of both key stages.

104 Speaking and listening skills are well developed in all aspects of school life and across the curriculum and this is a strength of the school. Pupils at both key stages make good progress. They are responsive listeners and engage well with each other, with staff and many helpers in the school. Pupils in both classes are given good opportunities to explain their ideas to each other and to their teacher. Pupils recall their experiences, assemble their ideas, and present them to the class confidently. They are enthusiastic and eager to talk about a range of subjects with interest. In general, older pupils are building up a good vocabulary and speak with fluency and expression. Drama is taught and pupils throughout the school benefit and respond well.

105 Pupils attainment in reading is good at the end of both key stages and pupils make good progress. By the end of Key Stage 1, the majority of pupils demonstrate an appropriate range of reading strategies; they can build words phonically, re-tell stories and predict outcomes. They are enthusiastic and well-motivated readers. The commercial reading series with their reinforcement books provide a graded and well-structured system that effectively contributes to the good progress made by pupils. By the end of Key Stage 2 most pupils can read fluently and many read with expression. They select their reading books with careful consideration from the classroom

libraries and the improving, central library area. However, there is a lack of emphasis given to research for information from reference material and the promotion of independent learning. Adequate records of pupils' reading competence are now in place.

106 Attainment in writing is satisfactory at both key stages and pupils make satisfactory progress. The use of writing to support the work in other curriculum areas is less well developed.

107 Some pupils write simple words and sentences before they enter Year 1. At the end of Key Stage 1 many pupils compose simple sentences well; offer ideas and interesting phrases during introductory discussions and enjoy reading their contributions aloud. They develop further the ability to structure their work, and to use descriptive language as they move through both key stages. Pupils' work includes writing for a range of audience and purposes. At Key Stage 2, some pupils demonstrate a wide range of vocabulary; and an ability to plan and draft their writing in a variety of styles - such as within poetry, book reviews, and descriptive and imaginative work - to produce good work in a relatively short time. The appropriate variety of educational visits stimulates pupils to write more expressively.

108 Presentation of work throughout the school ranges within subjects and key stages from good to barely satisfactory. Pupils with special educational needs make good progress towards their individual targets. In all the lessons observed pupils' responses and attitudes to learning were good. The vast majority sustain interest and motivation for significant periods of time and are well involved in their work, showing high degrees of enthusiasm for their learning.

109 The quality of teaching is never less than satisfactory and generally good. Teachers display a secure knowledge of the subject and most lessons are well prepared and effectively taught. However, the quality of marking is inconsistent throughout the school. Where marking is best it offers clear guidance to pupils on how their work might be improved. Within the small school, each member of staff effectively supports the co-ordinator and often the adjudged way forward is a team decision. In general, the resources to sustain teaching and learning in English are good but the use of information technology to support the work in English is underdeveloped. The school has recognised this weakness and plans to remedy the situation. To celebrate the millennium a new library area is planned and the resourcing of that will follow with an emphasis on information books.

Mathematics

110 Pupil attainment indicators gained from examining the school's test results and comparing them with the National Test results are unreliable given the very small numbers in each age group in the school. Over the past few years the sizes of the age groups have always been less than ten pupils. The results of one or two pupils may alter the school's average results considerably and therefore no comparisons have been made.

111 Pupils make satisfactory progress throughout Key Stage 1. Pupils within the class study similar topics at the same time but the work undertaken by pupils in Year 2 builds successfully on learning in Year 1. During the period of the inspection the pupils in Year 1 were doubling numbers identified on a thrown die. By contrast Year 2 pupils added the numbers thrown on two dice and then doubled their answers. Older pupils double and halve numbers mentally to ten and beyond for a whole number of tens or hundreds - for example, twenty to forty and three hundred to six hundred. They carry out the inverse operation of halving and associate this with the process of division and know that if you deal twenty cards to two people they will have ten each. The majority of Year 2 pupils read numbers, represented in digit form, confidently to 100 and the more capable pupils can do so beyond this figure.

112 Pupils have a good knowledge of shapes and their properties. Year 1 pupils recognise common shapes such as triangles, rectangles and hexagons. Year 2 pupils can deduce what the shape is when teachers tell them the properties first and then the pupils have to work out what the shape could be.

113 The overwhelming majority of pupils in Year 2 attain standards that are broadly in line with the national average. They tell the time to o'clock and half past. They write time in both analogue and digital form. They apply their knowledge of number into simple shopping sums and have some understanding of negative numbers when represented on a number line. They measure and weigh using both standard and non-standard units.

114 Pupils continue to make satisfactory progress as they move through Key Stage 2. The work in place value indicates clear progress as pupils move through the key stage. In Year 3, pupils use drawings of an abacus to support their understanding of place value, whereas in Year 6, the pupils understand place value including decimal notation.

115 The majority of Year 6 pupils attain standards broadly in line with the national average. In some elements of the work, particularly on shape and symmetry some pupils achieve above average levels of attainment. By contrast too few regular opportunities are given to pupils for sustained practice in the use of paper and pencil methods of calculation in the four operations of number. Mental calculation is sound and most pupils at the end of the key stage are reasonably confident when responding to calculations based on the recall of their tables for example.

116 The teaching is good at Key Stage 1 and is satisfactory at Key Stage 2. The teachers use the National Numeracy Strategy guidelines effectively as the basis of their planning. Where teachers share joint responsibility for the teaching of a class there is consistency of planning between them. The teachers in Key Stage 1 use information technology more consistently than is the case in Key Stage 2. However at both key stages this aspect of the work is under-developed. All teachers manage their classes well and use additional support staff and parent helpers very effectively. This continues as a strength from the previous inspection. Sometimes the introductory part of the lesson in Key Stage 2 lacks pace. In the oral question and answer sessions the teacher puts the questions too slowly and children begin to lose interest. Nevertheless elements of the National Numeracy Strategy are successfully influencing the work. Pupils within both key stages are being encouraged to think of different strategies to use when solving a mental calculation. In Year 2, a pupil arrived at the answer to the question, "Double 12?", through her knowledge of 24 hours being split into two units of 12 hours. Within Key Stage 2 there is an over reliance on the use of commercial worksheets - for example, in a lesson where pupils spent too much time colouring fractional representations of rectangles at the expense of new learning. The pupils would have profited far better by drawing for themselves fractional parts of rectangles on squared paper.

117 Pupils with special educational needs make satisfactory progress. Teachers set work well matched to pupils' ability and often place the pupils in groups who have some additional adult support.

118 Pupils behave well in lessons. In group work they persevere when the teacher becomes engaged with other pupils and they are willing to support each other. The negative attitudes of older pupils observed at the previous inspection are not apparent at all with the present group of pupils.

119 Teachers carry out regular assessments to monitor pupils' progress but they make insufficient use of this information in future plans. Teachers make minimal reference to assessment in their planning and this is unsatisfactory.

120 The headteacher acts as the nominated co-ordinator of the subject and there are plans to undertake some monitoring of the teaching and learning as part of the National Numeracy Strategy. To date too little monitoring and evaluation has taken place.

Science

121 Pupil attainment indicators gained from examining the school's test results and comparing them with the National Test results are unreliable given the very small numbers in each age group in the school. Over the past few years the sizes of the age groups have always been less than ten pupils. The results of one or two pupils may alter the school's average results considerably and therefore no comparisons have been made.

122 Standards in science are typically average at the end of both key stages and pupils make satisfactory progress.

123 Within Key Stage 1 pupils develop skills of close observation and use correct scientific vocabulary. Through investigations, they have a satisfactory understanding of physical changes, for example, through life processes and living things and they successfully sort materials into groups on the basis of simple properties, such as whether metals are magnetic or non-magnetic. They have produced a skeleton, using rolled newspaper, which effectively and simply demonstrates the bone structure and some joint movements of a human being

124 By the age of seven pupils know about the lifestyles of animals and insects and what, within the food chain, they eat in order to grow. When looking at various materials, they can describe some of the similarities and differences; sort them into sets; and relate the properties of materials to their uses. They study basic circuits and many are able to make suitable predictions about what might happen when they carry out simple control tests. By the age of eleven they carry out experiments in pairs or on occasions independently and they record data in tables and graphs. They use a variety of sources to find relevant information about topics such as 'All about Ourselves' and are developing a good understanding of processes such as blood circulation and the effects of exercise and rest on heart rate. Skills of observation and measurement are appropriately developed, and the idea of a 'fair test' and how to control variables to achieve this are a regular part of their investigative work. By the age of eleven some of the work concerns social and health issues, such as drug abuse and sex education, and these are well received by the pupils in their early development of an awareness of personal responsibility.

125 Progress within both key stages is broadly typical. Pupils demonstrate orally their understanding of what they are learning and their satisfactory, and on occasions better work, indicate the effectiveness of their well differentiated tasks and outcomes. Pupils with special educational needs make satisfactory progress throughout both key stages.

126 Pupils throughout the school enjoy science. They concentrate on their tasks, listen closely to the ideas of others and test them against their own. They handle apparatus carefully and responsibly. They respond positively to challenges and work together effectively. The best examples are seen in Key Stage 2, and are associated with lessons where extensive learning is taking place - for example, when the pupils showed considerable initiative in the experimental work producing the ear-trumpets and telephone systems. On these occasions the atmosphere in class is thoughtful, inquisitive and purposeful.

127 The quality of teaching is sound. The teacher at Key Stage 1 selects activities which stimulate the pupils' interest in science and gives them opportunities to predict likely outcomes of investigations. Their good relationships support the pupils' efforts to express their opinions and carry out their ideas in investigations. At Key Stage 1 the planning shows clear cross curricular

links and the skill focus and activities for the children are clearly stated. The planning at Key Stage 2 is appropriate but less well detailed or structured. Science is taught as part of a four-year cycle and staff use time and the inadequate resources as well as possible. The school recognises that science needs a thorough policy review and a further look at teaching skills. There is insufficient guidance for staff to assist them in their planning for science. This is due to the lack of subject guidelines that address clearly the content of the cycle of topics that are taught in each of the two mixed age classes. In the recent past the introduction of the national initiatives in literacy and numeracy have taken priority.

OTHER SUBJECTS OR COURSES

Information technology

128 Observations were made of pupils working at computers as inspectors viewed lessons in subjects such as English and art. Judgements have been made on this evidence together with work-sampling, teachers' planning and conversations with teachers and pupils.

129 Standards of attainment for pupils presently at the end of Key Stage 1, the Year 2 pupils, are broadly in line with the national expectation and pupils throughout the key stage make satisfactory progress. Standards of attainment for pupils presently at the end of Key Stage 2, Year 6 pupils, are well below the national expectation and progress within the key stage is poor.

130 At both key stages some of the best use of computers is to complement the work undertaken in art lessons. In one lesson the Year 4 pupils were drawing faces and use line, colour, shape and texture to imitate ideas seen in a Paul Klee picture they had studied. Good practice is being developed and skills learned. Pupils retrieved previous work for themselves and saved their work regularly in order not to lose it.

131 Within Key Stage 1, pupils have created graphs of different footwear and with help have printed out their work. They have word-processed simple sentences and have a knowledge of the more common keyboard functions. Within their topic books there is evidence of experiences with a programmable toy and pupils have drawn out the path of the toy on graph paper to match the given commands. From an early age pupils develop basic keyboard and mouse control skills. Some pupils are quite adept at the fine control of the mouse. They used a drawing programme very effectively to create the outline of a leaf and its veins before filling with shades of colour and printing out their work.

132 Within Key Stage 2 pupils do not experience the full breadth of the curriculum. Most of the work focuses on the use of the technology for communicating information through word-processing or drawing. Within pupils' books there is little evidence of the sustained use of the technology to enable pupils to successfully build up their skills in small steps of learning. Some word-processing has been undertaken to record their experiences of a recent visit to Ryedale Museum and the work shows that pupils have some idea about selecting font size and the editing of work. In discussion pupils were able to describe how to save their work. They are aware of the potential for retrieving and amending their work but so far such higher order skills including importing of images from other saved work are not at the expected level. Little work has been undertaken in handling information and there is an absence of work to support the teaching of mathematics in data handling. Other areas of work from within the National Curriculum, such as control technology, are not developed in any systematic way. The work undertaken with the programmable toy in Key Stage 1, for example, is not built on systematically. The school's record keeping in information technology is unsatisfactory as it does not identify what skills pupils have acquired and hence future planning lacks precision.

133 The pupils with special educational needs, most of whom are in Key Stage 2, occasionally use software to support their reading and spelling. On occasion the school has loaned software for a pupil to undertake work over the school holiday.

134 Pupils observed working at computers did so with a great sense of enjoyment. They often work in pairs sharing ideas and taking turns. They respect the equipment well and often work without recourse to asking the teacher by experimenting for themselves in order to overcome their difficulties.

135 The teaching of the subject is satisfactory at Key Stage 1 but is unsatisfactory at Key Stage 2. There has been inconsistent planning for the subject over the past year and the school acknowledges a lack of expertise amongst staff. The lack of expertise and guidelines to support the teaching of the subject remains a weaknesses from the previous inspection. However, there have been improvements in the provision of resources and there are good levels of equipment in both classrooms to support the teaching of the subject. At the moment these systems are under-used by the pupils. The school does not include pupils' progress and attainment in information technology in its annual reporting arrangements to parents

Religious education

136 By the end of Key Stage 1, pupils attain standards in religious education that are in line with those expected in the locally agreed syllabus and pupils make satisfactory progress. Pupils have good experiences of stories from the Bible and relate them to their own experiences and other literature. They have listened to the story of Zaccheus and then discussed how they should respond to other people and compared these ideas to those conveyed in the story of the 'Ugly duckling'. They know the significance of Harvest and in drawings and writing have expressed their own thanks to God for some of their favourite foods.

137 One lesson was observed in the Key Stage 1 class when the theme focussed on the pupils' own life experiences. Pupils discussed their own needs and feelings openly. They related these to the story of Goldilocks. Through this pupils developed their understanding of what is right and wrong. They appreciated more fully the need for rules and how they need to care for each other and the environment. The teaching was satisfactory. The teacher effectively challenged the pupils to think about others, and express their feelings. The pupils responded well. They were very involved in the story and reacted positively to the situation it presented. They shared a corporate responsibility for their own classroom and how its contents should be treated with care and how to respect the property it contained.

138 No teaching of religious education took place in Key Stage 2 during the inspection period. However, the evidence from pupils' work and teachers' planning indicates that standards, by the end of the key stage, are in line with those expected in the locally agreed syllabus and pupils make satisfactory progress. Pupils have an understanding of the rules of various religions and how this influences the lives of believers. They have for example, a satisfactory understanding of how the five pillars of Islam guide and support the Muslim faith. Present planning indicates that pupils are to study the Christmas story and use the Bible to investigate similarities and differences of the accounts in the gospels of Luke and Matthew. They have looked at the lives of people who have set examples to others including; Mother Theresa, Gladys Aylwood, and Dr Barnardo. In their topic books they have studied how symbolism plays an important part in peoples' religious experiences. Pupils have looked at the use of the lotus flower as a symbol in the Hindu religion and drawn a symbol to represent an important part of their own life. The breadth of pupils' experiences in religious education has improved since the previous inspection.

139 There are sufficient resources to support the learning in religious education, which are supplemented, when necessary, by loans from the resources held by the local cluster of schools. The school has its own video tapes of some of the major religions of the world. Last year pupils visited the multi-faith centre in Bradford. The school meets the requirements of the locally agreed syllabus for religious education.

Art and Design and Technology

140 There is a quite a contrast in provision for these two subjects. On the one hand pupils' art skills are very well developed, whereas design and technology skills are under-developed.

141 Presently at both key stages the same teacher teaches art to both classes, often with the assistance of other colleagues. The level of expertise is high. The planning for the subject is very good and caters for the wide range of age and attainment in each class. The planning ensures that pupils receive a broad range of experiences. They paint, print, draw, model and much more. Pupils work with a wide range of materials and study the styles of famous artists. Within the planning, the teacher gives due attention to the appreciation of art so that pupils may view their own and others' work with a critical eye. By contrast the teachers' planning for design and technology is weak and pupils have insufficient experiences to develop their skills in design or to evaluate their own or others' products.

142 Pupils make good progress in art throughout Key Stage 2. There is very good progress within Key Stage 1 where pupils have benefited for a longer period from the high quality teaching. The specialist teaching has only recently been introduced in Key Stage 2. Progress in design and technology is unsatisfactory at both key stages.

143 Around the school and in retained portfolios there are many examples of high quality art work. At Key Stage 2, there is photomontage work where pupils have cut strips of magazine faces, then numbered, spaced and realigned them to good effect. The pouncings, in response to the work of Holbein, in charcoal and pastel on brown paper are very good. Pupils have created many images using various printing techniques. There are excellent card printed faces in striking red on a yellow base together with mono-prints of fish and, printing blocks made from string, card and wool. The pupils' sketchbooks also display a wide range of experiences. Pupils have drawn interlocking patterns similar to Holbein's designs in black and red on squared paper. They have looked at patterns on textiles and furniture in their own homes and pencil sketched a magazine face to good effect.

144 At Key Stage 1, the displays illustrate a broad range of techniques and experiences and the teaching of skills is clearly evident. There is collage work made up from pre-painted paper and rubbings, where pupils have cut and stuck them to reveal swirls and texture. The observational paintings of Monet's garden in very individual styles from weak pastel to bold colours are all very good. Pupils have modelled pipe cleaners of varying thickness and colour to good effect then photocopied them to reveal black and white tones. In textile work pupils have a variety of opportunities including weaving. There are lovely examples of circular weaving on to paper plate frames using wool to form a circular pattern.

145 Within design and technology there is little work about school. Within Key Stage 2, there is a display of some musical instruments made by pupils which include; pudding basin drums, chime bars and panpipes. In addition there are some Merrill Boards made as part of their Tudor Period topic. These have been made with great care and show good finishing techniques that have clear links to their skills in art. There is photographic evidence of projects and days given over to design and make activities - for example, food technology work in Key Stage 1 and the making of vehicles in Key Stage 2. However, collectively this work does not give pupils a sufficiently meaningful experience of the subject for the successful development of their skills.

146 An art lesson at each key stage was observed. On both occasions the teaching was very good. The teacher gave clear instructions to the pupils and demonstrated techniques very precisely. The range of activities provided for the varying needs of pupils and in both lessons the pupils used information technology effectively to support the work. Older pupils in discussions were able to describe and give reasons for the very contrasting work of Hans Holbein and Paul Klee. Some pupils developed their skills of creating texture with paint whilst working with harmonious colours. Other pupils worked with oil pastels to practise a variety of ways of shading. The pupils within Key Stage 1 were studying pattern, shape and line in natural forms and on this

occasion were using leaves and leaf skeletons as a stimulus for the work. Some pupils were creating leaf prints using polystyrene blocks, or painting leaves and printing directly with them, whilst others shaded an enlarged photocopied leaf skeleton.

147 Throughout these lessons pupils were attentive, eager and enthused by what they were doing. Older pupils discussed with each other their ideas and preferences and celebrated both their own and others' successes. At the close of the lesson the pupils tidied away their equipment efficiently and effectively, working together as a team.

148 No lessons were timetabled for design and technology during the inspection period.

149 Resources for art are generally adequate but the amount of materials to support the teaching of design and technology is limited. However, the teachers often supplement the resources of the school with artefacts from home. There are policies in place for both subjects but no schemes or guidelines. Given the contrasting expertise and standards being attained the priority for guidelines is in design and technology.

Geography

150 During the inspection period there was no geography lesson taking place. At Key Stage 1 there was insufficient other evidence available to support a judgement about pupils' work in geography. Nevertheless the two year cycle of topics and the teacher's planning indicate a meaningful amount of work is undertaken at the key stage.

151 At Key Stage 2 evidence from examining the teacher's planning, discussions with pupils and other staff and scrutinising previous recorded and displayed work, including photographs, are used to make judgements of progress.

152 At eleven pupils have made satisfactory progress in their mapping skills and have developed good knowledge of areas in other countries - for example, Chembakalli, an Indian village. Locally they have undertaken field work, studied seasonal weather patterns, an example of good cross-curricular links with science, and have a good understanding of important environmental issues, both in this country and in the Third World. They have an appropriate knowledge of the major features of the British Isles.

153 Throughout Key Stage 2 pupils develop and apply their knowledge, understanding and skills to a range of places and themes within which they identify relevant geographical questions and issues.

154 Very effective use is made of field study trips which develop pupils' skills of investigation and their ability to evaluate evidence.

155 The school has identified that the current lack of subject guidelines means coverage, consistency of approach and steps in learning cannot be well assured and is to tackle this weakness. The breadth and quality of resources to support and enhance teaching and learning are adequate. Throughout the school the geography displays give a positive message about the value of geography within the curriculum.

History

156 Within Key Stage 1 no history lesson was observed during the inspection period. Evidence from examining the teacher's planning, discussions with pupils and staff and scrutinising previous recorded and displayed work, including photographs, are used to make judgements of the

progress within Key Stage 1.

157 At Key Stage 1 progress is satisfactory. Pupils develop their observational and recording skills. They improve their ability to record what they have learned in an informative manner. Their research skills grow as they make better use of books and artefacts to find out particular information. Pupils in Key Stage 1 make comparisons between past and present through discussing events close to their experience. They have an appropriate sense of chronology. They sequence pictures and photographs and construct a time line successfully - for example, within the pupils' work on families they discussed their family histories and gained ideas about the sequence of births and deaths. They also gained an awareness of the past through stories from different cultures and periods - for example, the pupils' awareness of historical sequence improved through their study of the work of Florence Nightingale, which was an aspect of the topic 'People who help us.'

158 The satisfactory progress continues at Key Stage 2. Throughout the key stage pupils examine artefacts and photographs to determine their origin and purpose. They further develop their skills of historical enquiry through the use of well-matched books and artefacts to discover information which they represent in a thoughtful, constructive style and which, on occasions, develops into productive, cross-curricular studies - for example, 'The Tudors'- which included several links with art, drama and design and technology. The pupils progress to describing events and changes systematically and increasingly select and link information from a variety of sources, as seen in their enquiries into the lifestyle of Henry VIII. In discussions pupils show good progress in their awareness of the significance of history in relation to present-day events and the legacy of the past - for example, the Leeming airbase within their local environment.

159 Pupils respond enthusiastically and work maturely with good levels of concentration and show interest and an enthusiasm for the subject. They collaborate well and handle artefacts and books with care.

160 The quality of teaching in the one lesson observed was satisfactory. Short term planning was good but there was no indication of how the pupils' work was to be assessed and evaluated. The teacher has good relationships with pupils and the work set is appropriate and suitably challenging. Pupils with special educational needs are given appropriate tasks. The lack of subject guidelines means that coverage, consistency of approach, and progression cannot be assured.

161 History features strongly in displays around the school. There are good links with art and design and technology seen in the pupils' Tudor Merrill board games.

162 Good use is made of visits to a variety of places of historical interest, for example, the visit to Ryedale Folk Museum enabled pupils to participate in simulated Tudor events - for example, life in a Tudor schoolroom which reinforced and extended the pupils' awareness of the Tudor period.

163 Resources are adequate, and good use is made of the county's museum service, but they would be enhanced by more artefacts and research material to further historical study skills. Some use is made of information technology, especially the CD-ROM, to help broaden the pupils' appreciation of alternative explanations of historical events.

Music

164 Within Key Stage 2 no music lesson was observed during the inspection period and no judgement has been made of progress.

165 Progress at Key Stage 1 is satisfactory. By the end of Key Stage 1 pupils sing a range of

songs and choruses from memory. They copy simple rhythms and begin to invent their own to accompany a song or story using a variety of percussion instruments - for example, in the 'graphic' score to the story of 'The Three Bears'. Pupils are developing the confidence to sing alone, have good listening skills and realise that sounds are made in different ways. Within both key stages cross-curricular links are emphasised - for example, at Key Stage 1 children expressed their feelings as experienced through listening to Gustav Holst's, 'Jupiter'.

166 Some older pupils are learning to play the recorder and read music, and show a developing sense of rhythm when singing and using instruments. In assembly pupils perform with skill and self-assurance and within physical education show an ability to link dance to music. Pupils are developing their knowledge of composers and this is often linked to work in other curriculum areas such as art and English. Pupils with special educational needs make satisfactory progress and benefit from their involvement in all the musical activities.

167 Attitudes to music are good. Pupils enjoy both their class lessons and the larger group sessions. They have good listening skills and are confident and enthusiastic when performing to an audience.

168 The quality of the teaching in the one lesson observed was satisfactory. Planning had clear references to the desirable learning outcomes and the National Curriculum and there was appropriate reference to the learning of skills within the activities to be undertaken. Relationships were good and valuable guidance was given within the class and group studies. The teacher's own subject knowledge was sound.

169 The school policy is supported by a commercial publication rather than school focused guidelines. These should be developed to provide continuity and progression through both key stages and to give support to non-specialist teaching staff. The co-ordinator is aware of this and is to address the matter.

170 Lunchtime violin lessons and occasional visitors who perform music from other countries - for example, the recent visit of an Indian national dancer enhances the curriculum within dance and music. All year groups have listening and musical-appreciation tapes.

Physical education

171 During the course of the inspection, two physical education lessons were observed, one at each key stage. Both were dance lessons and the pupils made satisfactory progress. Teachers' planning and the school policy indicate that the school provides a balanced programme of physical education. Pupils play games, participate in gymnastics, partake in dance, and have the opportunity for outdoor activities including athletics.

172 The school, this term, has just begun to introduce some extra-curricular sporting activities. There has been 5 weeks of gymnastics followed by 5 weeks of football. In addition the school takes part in some inter-school sports competition including a swimming gala.

173 In Key Stage 1, pupils are able to respond appropriately to music through dance. They use different parts of their body to express themselves. They contrast movement and stillness emphasising arm actions whilst keeping their body still. They use the limited space in the school hall to good effect. The pupils could remember the music from the previous lesson and were alert to respond to the changes in tempo.

174 The dance lesson in Key Stage 2 followed up the work of the visiting Indian Dancer from the previous week. Some pupils effectively represented the opening of a lotus flower with delicate

movements gracefully performed to a beat of eight. Other pupils portrayed the busy bee hovering around the flower in anticipation of its opening. In their pairs the pupils, with practice, performed this simple narrative effectively.

175 The pupils behave well in their physical education lessons. They change appropriately and work hard. The older pupils showed sustained concentration and co-operative working skills. A group of six older boys composed for themselves a dance that involved the use of shorts sticks to beat out the rhythm on the floor or on one another's sticks. The finished performance reflected much self-control on the part of the pupils, together with good teamwork.

176 The quality of teaching in the lessons observed was at least satisfactory and in the lesson at Key Stage 2 was good. Teachers offer pupils much encouragement. They give clear instructions and through their own participation and demonstration raise pupils' standards of performance. The teacher challenged the quality of pupils' movements in the Key Stage 2 lessons and as a result pupils refined their sequence to give a more polished performance. Planning is satisfactory but better at Key Stage 1 where there is more detail and progression shown on a week by week basis. The lack of teaching guidelines for the subject, to aid development and raise standards, remains a weakness from the previous inspection.

177 The school has an adequate but basic amount of resources to support the teaching of the subject. However, the limited storage space precludes against the school increasing resources in this subject. The school hall is extremely small and severely restricts pupils in physical education lessons. When large gymnastic equipment is being used the situation will be compounded. There is an adequate outdoor hard surfaced play area. The school does not have its own playing field but has access to a communal playing field some 5 to 10 minutes away.

Swimming

178 The inspection of this school included a focussed view of swimming which is reported below.

179 By the end of Key Stage 2 all the pupils have attained the end of key stage targets set for them nationally. Pupils have an appropriate amount of time to swim in that all Key Stage 2 pupils take part in a weekly swimming lesson of 30 minutes duration during the spring term. This forms part of their overall provision for physical education. A qualified swimming instructor leads the lesson, supported by the class teacher. The school keeps no formal records of individual pupils' progress or standards attained and this is unsatisfactory.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

A team of 3 inspectors carried out the inspection and spent the equivalent of 7 days in school. 21 lessons or part lessons were observed.

Pupils in each year group were heard reading books.

Pupils were informally questioned about their understanding of subjects.

Two collective acts of worship were attended.

Pre-inspection meetings were held with the headteacher, staff, governors and parents.

All documentation forwarded by the school to the team was read in order to inform the inspection process.

A meeting was held with the three teachers and the three inspectors to determine how each subject in the school was managed.

Questionnaires completed by the parents were analysed and comments noted.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	43	2	7	1

Teachers and classes

Qualified teachers (YR- Y6)

Total number of qualified teachers (full-time equivalent)

2.4

Number of pupils per qualified teacher

18:1

Education support staff (YR - Y6)

Total number of education support staff

2

Total aggregate hours worked each week

17

Financial data

Financial year:

98/99

	£
Total Income	104,304
Total Expenditure	99,567
Expenditure per pupil	2428
Balance brought forward from previous year	20,903
Balance carried forward to next year	25,639

PARENTAL SURVEY

Number of questionnaires sent	32
Number of questionnaires	15
Percentage return rate:	46.9

Responses (percentage of answers in each category): EXCLUDING NIL REPLIES):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	67	33	0	0	0
I would find it easy to approach the school with questions or problems to do	73	27	0	0	0
The school handles complaints from parents well	29	57	14	0	0
The school gives me a clear understanding of what is taught	20	73	7	0	0
The school keeps me well informed about my child(ren)'s progress	47	53	0	0	0
The school enables my child(ren) to achieve a good standard of work	27	73	0	0	0
The school encourages children to get involved in more than just their daily	33	67	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	20	73	0	7	0
The school's values and attitudes have a positive effect on my child(ren)	33	53	13	0	0
The school achieves high standards of good behaviour	27	67	7	0	0
My child(ren) like(s) school	27	73	0	0	0

NB: Percentages of responses are rounded to nearest integer, sum may not = 100%
Percentages given are in relation to total number of returns, EXCLUDING nil replies.