

INSPECTION REPORT

KIRK HAMMERTON C of E PRIMARY SCHOOL

Kirk Hammerton, York

LEA area: North Yorkshire LEA

Unique reference number: 121572

Headteacher: Brian Martin

Reporting inspector: George Derby
25349

Dates of inspection: 10th – 13th January 2000

Inspection number: 191647

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend Spurgeon
Date of previous inspection:	28 th – 30 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
George Derby	Registered inspector	Design and technology	Characteristics and effectiveness
		French	The school's results and achievements
		Information technology	Teaching and learning
		Mathematics	Leadership and management
		Music	
		Science	
		Under fives	
Keith Schofield	Lay inspector		Pupils' attitudes, values, and personal development
			Pupils' welfare, health and safety
			Partnership with parents
April Dakin	Team inspector	English	Quality and range of opportunities for learning
		Art	
		Humanities	
		Physical education	
		Religious education	
		Special educational needs	
		Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a very small controlled Church of England three-class primary school for boys and girls aged 4 to 11 years. There are 73 pupils on roll, and at the time of the inspection six of the eight pupils in the reception group were under five years of age. Pupils have a very broad range of attainment when they enter the school, but, overall, this is similar to that found nationally. Eleven pupils have special educational needs; a figure lower than the national average. There are no pupils from ethnic minority backgrounds and no pupils have free school meals. The school roll has increased over the past three years, a measure of the school's popularity. There has been some movement of pupils over the last year with more than usual joining the school and some leaving because of families moving areas.

HOW GOOD THE SCHOOL IS

Kirk Hammerton is a good and effective school. It is a caring community where teachers value pupils' work and contributions and, in turn, pupils try very hard with their work. Standards, by the time they leave the school, are high and have been for the last three years. At the end of Key Stage 1, pupils' attainment in 1999 was low compared with national figures because there was a group of pupils with special educational needs among the small number of pupils who took the national tests. As pupils go through the school, the work becomes increasingly demanding and is considerably so at the end of Key Stage 2. The headteacher, governors and staff work well together to improve the school and ensure that standards remain as high as they can. The school gives good value for money.

What the school does well

- Attainment in English and mathematics is above average at the end of Key Stage 2.
- Overall, teaching is good with very good teaching in Key Stage 2.
- There are significant strengths in the relationships with parents.
- Links with the community and with cluster schools have a very good effect on pupils' learning.
- Pupils are keen to learn; this helps them make good progress in lessons.
- The provision for pupils' personal development and particularly spiritual, moral, social and cultural development is very good.
- The work of the governors in monitoring the school's work and helping it improve, together with the strong leadership by the headteacher, creates a positive ethos that strongly supports learning.
- Attendance is excellent.

What could be improved

- Standards in science could be higher if there was enough time for pupils, especially those who are higher attaining, to study the subject in greater depth.
- The quality of writing for higher attaining pupils at Key Stage 1 and the standard of handwriting and presentation of the work for all pupils at this key stage.
- The quality and consistency of pupils' records to enable teachers to measure and monitor their progress more successfully.
- The role of subject co-ordinators needs strengthening to include formal monitoring.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was inspected three years ago, Kirk Hammerton was a good school with a caring Christian ethos. It has maintained this and has improved in many areas. The governors are particularly well informed about the school's strengths and weaknesses and monitor standards by observing lessons, working with pupils and checking on the school's national test results. The school has, by and large, had consistently high results at Key Stage 2 although these have fluctuated at Key Stage 1 due to the cohorts being small and some classes having a greater than usual number of lower attaining or special educational needs pupils. Teaching has improved and is now particularly strong towards the end of Key Stage 2. In most classes, there is sufficient challenge for the higher attaining pupils, although, in writing at Key Stage 1 and in science throughout the school, it needs to be better. There

are good opportunities for older pupils to research information for their project work involving the use of reference books and computer databases. Lessons are better focused with mostly clear learning goals for the class as a whole. However, although there are few times when specific goals are set for pupils of different abilities, objectives are often explained to them so they are clear what they are to learn.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	C	A	B
mathematics	A	A	A	B
science	A	A	C	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Overall, standards at the end of Key Stage 2 have been consistently high for the past three years. However, in science last year the pupils' results were average when compared with all schools and below average when compared with schools with similar intakes. The school's Key Stage 1 national test results were below average in 1999 due to a greater proportion of pupils with special educational needs. The small numbers of pupils taking the tests each year and the variations in the proportions of pupils with differing abilities affect the school's results. The school has set targets which it regularly revises as the pupil population changes; these challenging targets are based on reliable information gained from the non-statutory tests pupils take in Key Stage 2 and reflect the difference in the different groups of pupils in each class. The school is making good progress in meeting its targets. The work the pupils were doing during the inspection and the analysis of their previous work shows that their attainment is above average in English and mathematics and broadly average in science at Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to work are good. They are keen to learn, especially in Key Stage 2 where work is particularly demanding for them. They have a natural curiosity and ask interesting questions which explore the teachers' knowledge of the subject and help them to learn well.
Behaviour, in and out of classrooms	Behaviour is good. Older pupils are particularly courteous and polite.
Personal development and relationships	Pupils' personal development is good throughout the school. Their parents report that school fosters initiative and responsibility. Older pupils set good examples for younger pupils.
Attendance	Attendance is excellent; pupils enjoy coming to school.

Occasionally, a small number of younger pupils display immature behaviour and are silly; they sometimes play roughly. The headteacher and governors have recognised this and have put in additional classroom support. The headteacher and teachers monitor behaviour when they voluntarily carry out lunchtime supervision. At the family service at lunchtime older pupils take up

their tasks very responsibly and show great care and understanding for the needs of the younger pupils on their tables. They look after them well.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good. It is satisfactory for children under five, good for those pupils in Key Stage 1 and very good in Key Stage 2. All the teaching was satisfactory or better and 26 per cent, very good or better. One lesson was excellent. The teaching of English and mathematics is good and is strongest towards the end of Key Stage 2. Teaching is particularly strong at the end of Key Stage 2 where it is very lively, captures the imaginations of pupils through the thought provoking comments and questions and stimulates and challenges all pupils to try hard with their work. Literacy is well taught; well chosen texts and teachers' probing questions help pupils to think about the meaning of words and phrases and how they should use language in their writing. The teaching of numeracy is good and mental sessions sharpen pupils' skills. Teaching and learning are generally well matched to pupils' capability, but planning does not always take account of higher attaining pupils and sometimes they are insufficiently challenged.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good, overall. It is stimulating, broad and offers the appropriate range of statutory subjects as well as French at Key Stage 2. Provision for music is a particular strength.
Provision for pupils with special educational needs	Pupils with special educational needs are well supported and the work they are given enables them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The encouragement of self-expression, individuality and creativity results in pupils feeling valued. Self-knowledge develops through pupils thinking critically about what they do well and where they could improve. Moral teaching of the laws of God and how to act in the school and wider community actively promotes awareness of right and wrong. Very good opportunities for social development occur at lunchtime through older pupils helping younger ones and the work pupils do to help others outside of school. Pupils are given opportunities to develop a strong sense of their own cultural roots.
How well the school cares for its pupils	The school engenders a high level of care for its pupils. Steps taken to ensure pupils' welfare, including the school's arrangements for child protection, are good. The school makes sound use of information from assessment.

The curriculum range and quality are good, but too little time for science results in higher attaining pupils, in particular, not studying the subject in sufficient depth. There are very good links with the secondary school to which most pupils transfer and the school receives positive feedback after pupils have left. There are excellent links with the church and very good links with pupils' families. Parents appreciate the school's strong, personal contact and the work they do in the school and at home with their children has a very significant effect on pupils' learning. Staff know their pupils very well, but records of their attainment are not always consistently kept and this makes the tracking of progress difficult. Although assessment is satisfactory, the school does not analyse the results of tests to any great depth to find out pupils' weaknesses and any gaps in planning. However, it does use the information to group pupils and predict future levels of attainment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very committed and hardworking headteacher leads the school well and has created a good ethos for learning. The roles of co-ordinators in monitoring lessons and standards to make teaching even better are not sharp enough.
How well the governors fulfil their responsibilities	The governors' contribution to school development is very good and they are very aware of its strengths and weaknesses through their extensive monitoring.
The school's evaluation of its performance	The headteacher and governors keep a watchful eye on standards. They regularly review their management plan targets and revise them accordingly.
The strategic use of resources	Resources are used well and their purchase is well linked to priorities in the management plan.

There is a good match and number of staff for the subjects and pupils taught. The amount and quality of resources are good, but there is a lack of computer software for use in subjects. The school's accommodation is satisfactory, although the Key Stage 1 class and hall are short of space. The headteacher and governors work very hard for the good of the school. They plan well for its future but the way in which they measure their achievements with regard to the school development plan could do with sharpening. Governors think carefully about what the school needs to help pupils learn and ensure cost-effective purchases. They keep a watchful eye on standards and comparisons with other schools. They apply best value principles well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Being able to come into school. • Watching their children in school activities, such as concerts. • Having a strong, personal contact with school. • Being able to participate in curricular workshops and consultation. • The headteacher's strong leadership and good management. 	<ul style="list-style-type: none"> • Lack of comparative information on progress. • Activities outside school. • More homework.

Inspectors' judgements support parents' positive views about the school. The caring, Christian environment provided for pupils has a positive impact on their learning and progress that they make. Pupils are happy at school and benefit from the good role models presented by teachers. Although parents have had the opportunity to learn about the National Curriculum and new initiatives in literacy and numeracy, they would like to know more about how their children's achievements compare with those in other schools. The school provides adequate comparative National Curriculum test data in documents such as the prospectus, but does not provide information about all pupils' levels at the end of the year. There is a good range of extra-curricular activities and homework is adequate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Assessments soon after the very small number of children enter the school and inspection observations indicate that they have a wide spread of ability, but their attainment, overall, is broadly average. This varies from year to year according to the intake and last year the children's attainment was above average. Children's achievements are sound and by the time they reach their fifth birthday, many attain standards which are in line with those expected for their age. Their attainment is strongest in language and literacy and in knowledge and understanding of the world. Children are on course to reach the Desirable Learning Outcomes by the time they are five.
2. In the 1999 National Curriculum tests, the proportion of pupils reaching the expected level (Level 2) and above at the end of Key Stage 1 was above average when compared nationally in reading, below average in writing and very low in mathematics. Teacher assessments in science indicated that the proportion of pupils who reached the expected level was very high, although no pupils achieved the higher level (Level 3). In mathematics and writing, the proportion of pupils obtaining a Level 3 was below average and in reading it was very low. Those pupils who attained the higher grades at Level 2 (Level 2B and above which gives an indication of pupils who are likely to achieve the expected level and above when they are in Year 6) was well below average in reading, writing and mathematics.
3. The 1999 results for this group were very low for reading, writing and mathematics in comparison with schools with similar intakes, but over the past three years the results have been much better. There has been some variation over time but, for instance, the mathematics results in 1997 were well above the national average and above average in 1998. The school is well aware of the needs of this group; three of the nine pupils taking the test were on the register of special educational needs and governors, from their previous monitoring of the standards in Key Stage 1, have provided additional support to improve pupils' attainment. Reading is well promoted in the school now and standards are high because of the way the school assesses pupils' reading, focuses work well on phonics (which particularly helps the pupils with special educational needs) and significantly involves parents in their children's reading. Generally, boys did better than girls in the 1999 Key Stage 1 tests, but this trend alters from year to year because of the small population of pupils and their individual abilities.
4. At the end of Key Stage 2, the National Curriculum test results indicated that standards were well above the national average in English and mathematics and broadly in line with these in science. Compared with schools with similar intakes, in English and mathematics these results were above average, but for science they were below. However, there was some variation and, when compared with schools nationally, the proportion of pupils who attain the expected level and above (Level 4) was very high in English, well above average in mathematics and above average in science. The proportion of pupils who attained the higher level (Level 5) was close to the national average for English and science but well above average for mathematics.
5. Over the past three years, the results for mathematics have always been well above the national average and in English and science they have fluctuated, although they have largely been well above average. Variations do occur from year to year in the attainment of boys and girls and sometimes trends reverse. For example, in 1996 and 1997 boys outperformed girls in mathematics but in 1998 the reverse was true. In science this fluctuates from year to year. Pupils' groups are small with a wide variation in attainment in each class.
6. The school's results at the end of Key Stage 2 for English, mathematics and science taken together and in comparison with schools nationally show that these are well above average and have been following the national trend for the past four years.

Pupils' attainment seen on inspection

7. The pupils' achievement is good, overall. It is satisfactory in Key Stage 1, good in the early part of Key Stage 2 and very good in the latter part where the work is particularly demanding.
8. At the end of Key Stage 1, pupils' attainment, seen in lessons and from their previous work, is similar to that found in the last inspection. It is in line with pupils in schools nationally in English and mathematics and above average in science. Pupils make good progress in science and satisfactory progress in English and mathematics. Pupils' standards in reading are high and over a half of the pupils are working at the higher level (Level 3). However, standards in writing at the end of this key stage are much lower than in reading and, although most pupils should reach the level expected for their age, most are working at only the lower part of this level and few are likely to achieve higher than this. This is mainly because there are insufficient opportunities for pupils to write at any length in a narrative form and insufficient challenge for the higher attaining pupils. Standards in presentation and handwriting are unsatisfactory. At the end of Key Stage 2, pupils' attainment is above average in English and mathematics and this is similar to the levels seen in the last inspection. It is average in science. Overall, the pupils make good progress in English and mathematics and satisfactory progress, overall, in science. Although their progress was good in lessons there is some under achievement in science for higher attaining pupils. This is largely because work is not always planned for them specifically and there is limited time for the subject to be studied in the depth which would help to raise their levels of attainment. In one Year 5 and 6 science lesson, work was well planned for the higher attaining pupils and their needs specifically focused upon. The lesson was also given a greater amount of time than usual. Because of this, the higher attaining pupils in particular gained a greater depth of understanding relating to the scientific ideas of magnetic force, the testing procedures and how to independently set up an investigation. They also used their knowledge of mathematics well to test their hypotheses.
9. Pupils' attainment in information technology is in line with what is expected for their ages at the end of both key stages. Pupils' progress is satisfactory. At the time of the previous inspection it was above national expectations at both key stages. Over the last three years the school has done a great deal of work to update and improve the quality of its computer hardware and more improvements are planned. Some computers were judged to be old and breakdowns of equipment have occurred since. It has not always been possible to obtain the same software as used previously and staff training has occurred to help staff become familiar with the completely new operating system. Towards the end of Key Stage 2, pupils' opportunities to use the computer and be taught all aspects of the programme of study are greatly increased by a volunteer teacher regularly teaching these skills and integrating them into other school work, such as a village study. There is less opportunity for pupils in the earlier part of this key stage because of some teachers' lack of knowledge and confidence in some aspects of the new technology and a lack of subject software. Overall, good use is made of information technology across the curriculum which has a positive effect on raising pupils' attainment.
10. Overall, standards in religious education are in line with what is expected in the local Agreed Syllabus and pupils' progress is satisfactory. Pupils' achievement is high in the aspect of Christianity because this is well taught, in considerable depth. However, achievement in world religions other than Judaism is below expectations. This is as a result of these aspects being given an uneven amount of time. This is why standards are not as high as in the previous inspection when they were judged to be good and progress is only satisfactory over time. Achievement in lessons is very good at Key Stage 1 because of the way pupils are taught to think deeply about the Christmas story and its importance to those of the Christian faith, for example. They are encouraged to give their personal views and they listen attentively and with great interest to stories and the challenging discussions which take place in lessons. The pupils' achievement in lessons is good at Key Stage 2. Pupils listen attentively to, and work co-operatively on, aspects of Christianity such as celebrations. They have a good and developing idea about worship connected to Christianity but more limited knowledge about the Hindu religion, for example.
11. Standards in music and French (Key Stage 2 only) are above those of pupils of similar ages. The pupils' progress in these subjects is very good. This is because of the teachers' expert knowledge and the lively and interesting way aspects of both subject are taught. Pupils are given much encouragement to make music and extend their knowledge and skills. There is great emphasis on spoken French and pupils have a good understanding of the culture of the country through the work that they do.

12. In order to incorporate the teaching of literacy and numeracy, the school has taken advantage of its increased flexibility over the curriculum and re-organised it, choosing to teach part National Curriculum programmes of study in art, design and technology, geography, history, and physical education. It is, therefore, not possible to make a judgement about pupils' standards in relation to national expectations in these subjects.
13. The school exceeded its Key Stage 2 targets in 1999 and has recently revised the Year 2000 targets because of additional pupils entering the school. Targets are sufficiently challenging and have been set to 2002. They are based on data from the non-statutory tests the school carries out in Key Stage 2 and the good knowledge which teachers have of their pupils. The school is likely to exceed these this year. Targets for children under five are having a positive effect on their attainment and are helping the school to monitor more specifically pupils who are having difficulty.

Achievements of pupils with special educational needs

14. Pupils with special educational needs are achieving well, overall, in relation to their targets in individual education plans in literacy. Pupils with specific learning difficulties are making good progress and show good gains in reading test results and in writing. Good progress is also shown by the way pupils move down the special educational needs register when they need less support to manage in class. Pupils at Stage 1 of the Code of Practice are making good progress through the support they receive in literacy and numeracy, particularly at Key Stage 2. The school has maintained its position in this respect. Support for pupils with numeracy difficulties in Key Stage 1 is not sufficiently focused and is therefore not as effective as it could be.
15. Although the school is committed to raising the self-esteem of pupils with learning needs, not all pupils have personal and social targets within individual education plans, although time is set aside for pupils to formally assess how well they are doing and for setting general targets. There is a very small number of pupils at Key Stage 1 with immature behaviour that causes the school concern. Their difficulties have been well recognised and extra support provided. The school has also identified training for teachers in order to meet their needs. However, because of their difficulties at present, they do not make enough progress in their personal and social development or in writing. The school is planning to include these on the register of special educational needs once parents have been spoken to more fully.
16. Most pupils with special educational needs make good progress in their personal development. They are gaining in confidence as they move through the school. They have good attitudes to learning. Once settled, they concentrate fairly well and try hard to complete spelling tests and enjoy reading. They endeavour to keep up with the shared texts and listen carefully to the questions. Many show an enthusiasm for writing when topics appeal to them, for example, when pupils write about the story of 'George and the Dragon'. The youngest and oldest pupils with special educational needs show good attitudes to work when supported by experienced and informed support staff. These members of staff make a good contribution to pupils' learning and response. Pupils have good relationships with teachers and support staff. Generally they are secure and happy at school and some show growing abilities to work independently.

Pupils' attitudes, values and personal development

17. The pupils' attitudes, values and personal development are good and this contributes to their quality of education and their good progress. Overall, these are similar to standards seen in the last inspection. Pupils are keen and eager to come to school. They show interest in school life and are involved in the range of activities that the school provides. They say their prayers with meaning and thoughtfulness. From discussion with Year 5 and 6 pupils, they are keen on school and interested in the subjects they study. Pupils' attitudes are good at Key Stage 1 and for pupils under five. At Key Stage 2, the very good, energetic teaching and demanding work means that pupils' attitudes are very good. Discussions with Year 6 pupils during the inspection showed that they had very responsible attitudes to work and each other.

18. Among the vast majority of pupils, behaviour is good, overall. At Key Stage 1 and for pupils under five it is good and at Key Stage 2 it is very good. A very small number of younger pupils sometimes behave inappropriately, often due to immaturity and lack of social skills; this especially occurs in the playground. The school has taken expedient action to contain and prevent a recurrence of any inappropriate behaviour. Monitoring by the governors has resulted in them providing additional support in the classroom by a non-teaching assistant. Class teachers maintain their own record for rewards and sanctions. Unsuitable behaviour is not consistently recorded.
19. Pupils behave well in lessons and around the school. They are courteous, trustworthy and show respect for property. The pupils are very polite and very considerate. They form constructive relationships with one another, as well as with teachers and other adults in the school.
20. Pupils' personal development and their relationships with each other and adults are good throughout the school. Pupils reflect on what they do and understand how this affects others. They respect other people's feelings, values and beliefs. Older pupils who have joined the school over the past 12 months have settled quickly into the routines and have responded positively to the high expectations the school has of behaviour and responsibility. Their parents report that school really fosters initiative and responsibility. Parents' views generally are that the school makes a significant contribution to pupils' growth, development and maturation and they are well rounded individuals, confident and ready for transfer to high school by the end of Key Stage 2. Pupils say their prayers with meaning and thoughtfulness.
21. Pupils show initiative and are willing to take responsibility. They have been involved in supporting charitable collections, such as the 'Shoe Box' scheme. Participation in a number of projects with the local community, like a village tree planting initiative, has helped to develop a caring attitude. In assembly, they respond positively to a moral story and understand that it is important that people have to take responsibility for their actions. They have some sports fixtures with other cluster schools and also take part in some curricular events such as science projects at the high school to which most pupils transfer when they leave. At the family service at lunchtime, older pupils take up their tasks very responsibly and show great care and understanding for the needs of the younger pupils on their tables. They look after them well and set good examples for them. During the inspection, they opened doors and obtained chairs for inspectors, spontaneously.
22. Attendance levels are excellent and this contributes greatly to pupils' learning. There have been no unauthorised absence or exclusions in the last year. The school day starts on time. Since the last report, attendance levels have significantly increased.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching is good. Pupils learn well, make good gains in their knowledge and understanding and have a real interest in their learning. Teaching is satisfactory or better in all lessons, good or better in 66 per cent and very good or better in 26 per cent. The pupils learn effectively and make good progress because of this quality of teaching. Teaching is satisfactory for children under five. It is good at Key Stage 1 and very good at Key Stage 2. It is good for the younger pupils in Key Stage 2; towards the end of Key Stage 2 it is very good and sometimes excellent. In the one lesson where the teaching was of an exceptionally high standard, the mental mathematics session was lively and exciting and challenged the pupils extremely well to apply the skills they had learned to mathematically decipher Chinese symbol codes. It motivated and stimulated their minds and they learned extremely effectively. Significant strengths of all teaching are the very good quality of questioning and the way teachers bring in links in their lessons to other subjects, a particularly strong feature at the end of Key Stage 2.
24. The teaching in English, mathematics, science and religious education is good. It is very good in music and French. It is satisfactory in humanities and physical education. It is not possible to make a judgement about the quality of teaching in information technology as this is taught in the context of other lessons. Where specific advice and guidance was given to pupils during the lessons this was of good quality and they learned well. No lessons in design and technology were seen, but evidence from their work indicates that the pupils' learning is good.

25. The quality of the teaching of children under five is sound, overall. It is sound in mathematics, creative development, physical development and personal and social development and good in language and literacy and knowledge and understanding of the world. The mix of ages in the Reception and Key Stage 1 class has a positive effect on the learning of children under five in that class. Older pupils have an empathy for them and the children's language develops well from the models they hear. The teacher plans from the Desirable Outcomes for Children's Learning, National Curriculum programmes of study and outcomes from the baseline assessment, carried out soon after the children enter the school. Appropriate targets are set for them. The children listen intently to stories and instructions and the teacher generally makes it clear what they are to do and what they are to learn. Whole class teaching is particularly strong, but, sometimes, the children would benefit from separate stories or work set for them, at this time. However, group work in literacy and numeracy is planned well and separately for the children under five. The good relationships the staff have meet the needs of the children well and provide them with security and confidence so that they try hard and are not afraid to make mistakes. Very good questioning probes the children's understanding and checks their growing knowledge. Sufficient space and planning for play activities, to aid the children's personal, social, physical development, are less good. The organisation of these activities is hindered by insufficient space for the youngest pupils and designated areas. Although there is additional support at times, by a non-teaching assistant, checking by the teacher is often difficult, given the wide age and ability range. A very small number of children find it hard to concentrate on their work and wander off without the teacher noticing. Although the teacher is new to teaching this age group, her knowledge of their needs is satisfactory and she is developing an improved range of ways of helping them through support from the local education authority.
26. The teaching at Key Stage 1 is good, overall. Nearly all the subjects are taught by the Key Stage 1 teacher, with the exception of music which is taught by a specialist teacher. The teaching in music is good. The very lively and enthusiastic approach by a teacher who has a high degree of skill and knowledge in the subject and a good range of ways of enabling pupils to understand musical ideas and music making means that their learning is effective and they make good progress.
27. Whole class teaching, often at the beginning of lessons, is strong at Key Stage 1. Very good questioning is used throughout and a good pace to 'brainstorming' sessions which keeps pupils' interest and involvement ensures that all pupils listen, concentrate and respond with a keenness and enthusiasm. Their learning is very effective in these sessions. Good links with other subjects, such as mathematics and information technology, are made, as in a religious education lesson when pupils were introduced to methods of collecting information on their families. There was good and sensitive management of the whole group and the use of a toy in circle time had a good effect on pupils' learning, conveying to them that it was only their time to talk when they held the toy. The teacher values the pupils' responses and gives them positive encouragement to try harder; they are pleased to get this praise and continue their work with enthusiasm. The management and organisation of group activities is variable and sometimes too many pupils crowd round tables. Although working enthusiastically, they can bump into each other in the crowded classroom and become too noisy. The teacher has a good range of ways of managing pupils, quietening and stopping them to recap on work, but these are not always used consistently. When the teacher makes it very clear how pupils are to work, how they are to move around the classroom and how quiet they must be, they respond well and follow instructions clearly. This good approach was seen in a science lesson when pupils were exploring the properties of materials, moving from table to table in an orderly and quiet fashion. Like the beginnings of lessons, the end of lessons are also good and pupils' work is well used to exemplify what they have learned. Pupils are drawn together to say what they have learned and to explain their results or their work. A weakness in many lessons is that there is not always the insistence that pupils' handwriting should be the best and work presented neat and tidy. Writing is often untidy with some pupils forming letters badly.
28. The teaching of literacy at Key Stage 1 is satisfactory. Planning is clearly linked to the National Literacy Strategy and objectives are clear. Planning does not, however, always take account of higher attaining pupils, although it mostly accounts for each age group within the class. The teacher sets out clearly what she wants each group of pupils to do and learn. The teachers' knowledge of how to teach sounds, letters and words is satisfactory, but occasionally, correct terminology is not used, for example for capital and lower case letters. There is good use of resources such as dictionaries to aid pupils in their work and they use these appropriately.

29. The teaching of numeracy skills at Key Stage 1 is also satisfactory. Planning links well with the framework and there are well-matched plans for each age group, but not for all abilities and higher attaining pupils are not always sufficiently challenged. There is good use of staff and students when they are given specific work to do with pupils, but this is not always the case. There is good questioning during the mental mathematics part, which is well targeted at pupils with different ages and abilities. Interesting ways are used to motivate the pupils such as a 'hide and seek game' with pupils finding who is holding the next tens card from a sequence as well as 'board' type mathematics games in group work. This helps them learn well. The group work is not always well managed and pupils are not always monitored. Occasionally older, more boisterous pupils, become silly with the apparatus and are not always sufficiently checked.
30. At Key Stage 2, teaching is good, overall, and very good towards the end of the key stage. In the early part of the key stage, teachers mostly have good discipline and firm management of pupils which means that they concentrate reasonably well. Good introductions involve pupils well and get them to think about the ideas presented. This results in their learning effectively, concentrating well on the vocabulary in the lesson and the meaning behind it. This was well illustrated in a science lesson where pupils had to complete switched circuits and think about the scientific process behind why a break in the circuit stopped a light from working. Many struggled with the reason at first, but the good quality discussion and questioning by the teacher meant that they thought about the processes and learned quickly. Teachers make lessons enjoyable and challenge the pupils through problems they must solve. Pupils are eager and develop their independent learning skills well. In a geography lesson, they had to find locations on a local Ordnance Survey map and used a dictionary well to help them with the words for locations such as 'tavern' and 'allotment', which were unfamiliar to them.
31. Teachers' planning does not always follow the school's broad format for planning and objectives are not always clear. Although lesson plans are clearly related to the medium-term plans where targets are reasonably clearly expressed they are not sufficiently broken down so that it is clear what gains in knowledge are expected from the different pupils in the lesson. Practical work often provides appropriate challenges for pupils of differing ages and abilities, but this is not always consistent and is weakened by planning not showing this; the way this is done is often by how much pupils end up learning or doing. This does not always challenge the highest attaining pupils enough to learn effectively. Sometimes this is compensated for by the very good quality of questioning which is aimed well at pupils of different abilities and really explores their knowledge and probes their understanding. Occasionally, lower expectations of what all pupils can achieve leads to some becoming restless and not always listening. The school should use a range of planned ways of meeting the needs of different pupils in the group in this part of the key stage to strengthen the pupils' learning, particularly as many pupils here are lower attaining. There is insufficient attention to pupils' presentation of their work and, consequently, diagrams and writing are often untidy, although much better than at Key Stage 1.
32. The teaching for the older pupils in Key Stage 2 is very lively and individual. This individual approach and the excellent relationship between the teacher and pupils means that pupils are highly motivated and want to try their best. Little time is wasted and pupils learn very effectively. The teacher's knowledge of the pupils and of the subjects taught is very strong. The pupils are all expected to do well and there is real care and concern that they should. What they are to learn is always made clear to them. Teaching is very supportive, sensitive and insightful. The enthusiasm of the teacher, the very strong links made with other subjects and the way that pupils are constantly challenged to think and extend their learning often has them 'sitting on the edge of their seats'. This was seen in a lesson on the 'The Chinese Princess' where the teacher's very good introductory session on exploring myths and legends resulted in the pupils responding with real keenness and enthusiasm. Planning is brief, although clearly linked to medium-term planning, but the teacher's practical planning and lesson organisation are very good. Work is often well chosen for the different groups in the class, although some work in past workbooks is very similar for all pupils. Very good opportunities for collaborative work are provided and there is a real emphasis on problem solving, as seen in an investigation on the power of magnets where pupils had to design different ways of finding the strongest one. Occasionally the teachers' introductions are overlong, leaving less time for pupils' practical work and in physical education the time for the different activities, such as relaxation, is not well balanced.

33. Music is taught by a specialist teacher whose exciting pace, specialist knowledge and very high expectations of pupils means that they are very motivated to learn. They make very good progress in all aspects of music and, with the additional support from the wide range of high quality peripatetic instrumental tuition, their performance skills are very strong.
34. The teaching of literacy and numeracy at Key Stage 2 is good. In all lessons, the work is well planned and whole class teaching is very strong. However, in some classes, planning does not always follow the format in the guidance from the Literacy and Numeracy Strategies. Teachers skilfully elicit ideas from pupils and get them to think about the way language is used in text and to reflect on its meaning. Pupils make good progress in lessons in using new vocabulary and ways of writing, such as using metaphor and simile in their own writing. Mental work in numeracy sharpens and rehearses skills well, although teachers in the early part of the key stage do not always explore sufficiently the methods which pupils use to solve problems. In literacy pupils rise well to the challenges set but sometimes a lack of attention to rising noise levels results in some lower attaining pupils becoming distracted. Sometimes the pace of the lessons wanes which contributes to this. For older pupils in this key stage no time is lost and every minute is used for learning. Teachers' knowledge has increased as a result of training in literacy and numeracy and the type of organisation has had a 'knock on' effect on other lesson organisation. Most lessons now follow a similar structure of an introductory practical part and a plenary session to find out or display what pupils have learned. This has a positive impact on pupils' learning.
35. There is no common way of recording information from lessons and teachers across the school use a variety of different ways to do this. This makes it difficult to retrieve information for assessment purposes, although all, personally, know their pupils well and their strengths and weaknesses in learning. Marking is supportive and in line with the school's policy. Work is often marked in the lesson and teachers take time to carefully explain work if pupils are having a problem. Support staff make a good contribution to pupils' learning. There is good use of information technology in lessons, overall, although there is less use in the early part of the key stage. Elsewhere, teachers have a good knowledge of how to use this to support pupils' learning and develop their skills in using a computer. Homework makes a good contribution to pupils' learning and is well supported by parents.
36. The quality of teaching of pupils with special educational needs is good, overall, in the core subjects of English and mathematics and at both key stages. Where teaching is good, teachers have a good understanding of the needs of the pupils and know their pupils' abilities well. In the best lessons, there is a good emphasis placed on the subject specific vocabulary needs for these pupils. Most teachers show an understanding of how to break down long-term targets into smaller steps for learning and work range of needs although this is not always reflected in individual education plans. Behaviour is generally well managed, although there are occasions when teachers do not consistently use their behaviour strategies to deal with more challenging, attention-seeking behaviour. Expectations are generally high, although, on occasions, teachers do not have sufficiently high expectations of pupils' capacity to work in small groups independently and much of the teaching either consists of whole class teaching or group work with support. Not all teachers are sufficiently aware of the importance of the seating positions of pupils with special educational needs in their class. This results in pupils tipping chairs rather than concentrating on the task in hand.

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

The range of learning opportunities

37. The quality and range of the curriculum are good, overall, although there are some weaknesses in the balance of the curriculum. The planned curriculum is very broad, stimulating, offers the range of subjects required and, in addition, provides French at Key Stage 2. It fully meets statutory requirements. It uses resources from within and outside the school effectively to enrich the provision. For example, artists visit the school and the school joins with cluster schools to provide experiences of music and dance from other countries. A strong emphasis is placed on developing basic skills in other subjects. The school's planning has appropriate

emphasis on literacy and numeracy and is well planned against the national frameworks, as well as reflecting the school's aims and priorities for raising standards in the core subjects of English and mathematics. Information technology is used well to support other subjects. However, the overall teaching time is slightly lower than recommended and there is not an agreed amount of time to be spent on different subjects except for English and mathematics. This has resulted in too little time being provided for the teaching of science and means that higher attaining pupils, in particular, are unable to study the subject to the depth they could. Non-core subjects are often combined to allow flexibility of provision and the re-organisation of the allocation of times to subjects is mainly the reason for the lack of time for science; it is combined with design and technology which reduces the time available. The school now uses the current guidance from the Qualifications and Curriculum Authority that has been adapted by a cluster of schools in the area. This ensures that pupils of differing ages have equality of access to the programmes of study. Religious education is planned to the local Agreed Syllabus, but not all the required studies are undertaken and this results in under-emphasis on the study of world religions. A satisfactory programme for personal and social education that includes circle time, citizenship, sex education and work on drugs awareness increases the breadth of the curriculum. Although there is no provision for a school council, the school does meet from time to time to discuss whole school issues with pupils and to seek their views. For example, following some difficult lunchtime behaviour by some younger pupils in the recent past, the views of older pupils were sought in order to help them understand their misdemeanour and to help monitor the situation. Overall, the curriculum promotes pupils' intellectual, personal, and physical development well and prepares them well for the next stage of education. There is strong, informal and formal liaison with the local secondary school.

38. The school has made satisfactory improvements in the curricular provision. The school has a common format for medium and long-term planning, which is detailed and now meets the needs of pupils of differing ages through a cycle of provision. However, the school does not have a common format for short-term planning and some of the planning is still very brief and does not always contain objectives for pupils of differing abilities. Not all teachers provide a weekly plan for literacy and numeracy.
39. The school is socially inclusive. It has clear policies for each aspect of equal opportunities and the special educational needs policy has a commitment to integrated provision for meeting the needs of pupils with special educational needs. These are supported well and there is an emphasis on raising standards in basic skills and personal and social development for all pupils. Pupils with special educational needs are integrated into classes in Key Stage 1 and receive an appropriate amount of support. However, groups are not organised by ability and this makes it difficult for teachers to set work to meet individual needs. Class teachers know their pupils well and ask questions that meet their needs in whole class teaching, but the progress pupils make when working in groups is variable and very dependent on the skills of the support staff provided, or whether the teacher is supporting the group. Additional support directed to Key Stage 1 for numeracy is not well organised or planned for and is not effectively promoting progress for pupils with special educational needs.
40. Pupils with special educational needs are grouped by ability in Years 3 and 4 and this, together with the additional support they receive, is promoting good progress. Similarly in Years 5 and 6 pupils are receiving appropriate, good support when withdrawn from lessons, and this is meeting their needs. However, not all work covered is appropriately recorded to show how pupils are making gains and the organisation of withdrawal sessions does not always ensure that pupils do not miss work in other subjects. Most planning documentation has objectives for pupils who learn more slowly than average pupils and most teachers use this documentation to plan their lessons and to assess pupils against the targets or objectives set, although this is not always clearly stated in short term planning.
41. There is a strong musical tradition in the school and opportunities to develop in this area are open to all pupils. However, some pupils are withdrawn from lessons for music tuition, and appropriate arrangements to ensure that all pupils have full access to the lessons they miss, is not yet in place.
42. The school provides well for extra-curricular activities, considering it is such a small school. There are after school sports clubs and opportunities to play musical instruments in lunchtime sessions. Many pupils stay behind after school to take part in the sports activities provided and

a programme of visits enhances the curriculum. For example, pupils visit Rately Bridge and Beamish to experience first hand life in Victorian times or visit the synagogue to experience Jewish worship. All pupils, during their time at the school, have the opportunity to develop their personal, social and academic needs through the provision of a residential experience. Recent residential weekends have taken place in Whitby and in Robin Hood's Bay and have enhanced the provision for science and geography.

43. The school has very good links with pupils' families. Kirk Hammerton is a community school and is a central focus in the life of the village community. Some of the highest standards of artwork in evidence are a result of visiting local artists and potters who bring their expertise to the whole school at particular times of the year. Pupils raise money for local and national charities and communicate with local people who now live far away. For example, pupils wrote to a local soldier during his time in Bosnia and he visited the school to talk first hand about his experiences. They also write to a headteacher of a school in Gambia and send gifts. The school is very involved in the Millennium Project in the village at the present time and this has created much interest in local history by the pupils. There are good links with feeder schools and other primary schools in the cluster; this has a positive impact on provision. Schools in the cluster regularly meet for sporting events and the senior management team has regular meetings to compare and develop the curriculum. The school has excellent links with the church.
44. There are good links with other countries and the school has a long-standing contact with a school in The Gambia.
45. Year 6 pupils transfer to a number of different secondary schools. A very good partnership exists with all the schools, particularly the one in the school's cluster, Boroughbridge High School, to which the majority move. This school has given a high level of support to the school cluster by providing leadership and finding sources of funds to enhance the cluster's effectiveness. There are also joint lessons for cluster schools from time to time. Last year pupils took part in a science project at the high school together with other cluster schools. Topics covered included waterpower. Sports events also take place between Kirk Hammerton and other cluster primary schools such as rounders and six-a-side football.

Provision for personal development including spiritual, moral, social and cultural development

46. The school makes very good provision for pupils' spiritual, moral, social and cultural development. The provision for spiritual development is very good. Religious education, history and geography promote spiritual development very well through focusing on issues such as belief, feelings, lifestyles and values during the study of the church in Key Stage 2 and homes and family in Key Stage 1, for example. Assemblies offer time for reflection and prayer and consideration of life's fundamental values when pupils are asked to think about the value of water, its preciousness and life giving qualities. Physical education promotes self-knowledge through giving pupils time to critically reflect on what they do well and develops self-esteem and knowledge of themselves and their qualities. All teachers value pupils' contributions and pupils in turn value each other. Teachers encourage self-expression and individual creativity in art and in discussions.
47. Provision for pupils' moral development is good and is intrinsically bound with their spiritual, religious and social education. The school teaches the laws of the church and makes pupils well aware of the rules of the school community and rewards them for effort and good work. For example, each class works towards a class award, the youngest pupils enjoying a teddy bear's picnic for their work and effort in the school. The school creates an ethos in which all teachers actively promote pupils' awareness of right and wrong, not only in the present, but also in their historical studies of the past. They consider the differences in the lives of the rich and poor in Victorian times and gain empathy for the children of that era through first-hand experiences. In geography, pupils consider real-life problems and how the school should act to solve them fairly. Sportsmanship, teamwork, honest competition and fair play are well promoted in sporting activities both in and out of school time.

48. Provision for social development is very good. The school functions as a community and family values are given high priority. Assemblies instil a sense of belonging to a caring community. Work in geography promotes the idea of belonging to the wider community both through local studies and studies of other countries. Pupils collect for various charities, for instance for Guide Dogs for the Blind. In Years 3 and 4, pupils are encouraged to brainstorm what they know about the church in groups in order to formulate questions they might ask the vicar when they visit the church. Pupils in Year 5 and 6 take responsibility for their own research and for looking after their family of children at lunchtime. They play team games well together. All pupils at the school have the opportunity to develop social independence through the school's programme of residential visits.
49. Provision for pupils' cultural development is good. Pupils have valuable opportunities to experience music and dance from other ethnic cultures and art, history, French and geography provide opportunities to consider the diversity and richness of other cultures as well as their own. For example, during the inspection, pupils in music were studying folk music and developing a good understanding of its origins as well as musical content. Pupils study Judaism in religious education, although the study of other world religions is less in evidence. Pupils are given a strong sense of their own cultural roots and inheritance and are helped to learn about ancient cultures and countries in history through the study of Greeks and Romans. Provision for pupils' multicultural development is satisfactory.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. The school engenders a high level of care for its pupils. Steps taken to ensure pupils' welfare, including the school's arrangements for child protection are good. An effective health and safety policy is supported by a recorded risk management procedure. All staff show great care and consideration for pupils. This care is shown at all times of the day; for example, at lunchtime, the cook ensures that pupils have good quality meals and staff and older pupils organise and supervise meals to make them a very pleasant occasion.
51. The effectiveness of the school's monitoring of pupils' academic performance and monitoring of personal development is sound. Informally, teachers know their pupils very well and use this information to help them personally. However, formal records are inconsistently kept and vary greatly from teacher to teacher. It is, therefore difficult for teachers to easily retrieve information to track pupils' progress. The school should now extend advice and support to pupils by having a universal system for filing records of their achievements, test results and their analysis and updating annotated samples of pupils' work.
52. Procedures for the assessment of pupils are satisfactory, overall. The methods for assessment are clear in the school's policy and, as a result, the school is able to provide information about pupils' attainment which is used to plan for improvement. In English and mathematics, planning identifies key learning objectives and there is agreement about what pupils should be able to do to show when they have reached appropriate levels of attainment. To help teachers' assessment, there are portfolios of assessed work in mathematics and English, although not all examples are recent. The school has adopted the learning objectives and associated assessment opportunities within the Qualification and Curriculum Authority's planning for the majority of other subjects where these are available.
53. The use of assessment is satisfactory, overall. Teachers regularly test pupils to find out how they are doing in relation to key learning objectives or against their age, in reading, spelling and mathematics, for example, and the results are recorded in teachers' mark books. However, the results of these tests are not yet consistently and thoroughly analysed to identify gaps in learning or weaknesses in planning in all subjects. The school uses optional tests and other test results satisfactorily to predict the outcomes of National Curriculum tests and to put in support where it is needed. Baseline assessment is helping the school to identify new children's strengths and weaknesses. Teachers hold regular meetings to discuss pupil performance and the quality of pupils' work. There are some good examples of marking that moves pupils on. Pupils undertake their own self-evaluations and there are some examples of a beginning of unit assessment to establish what pupils know, in religious education, for example.

54. The school has effective measures to promote good attendance and as a result attendance is excellent. Teachers usually deal with behavioural problems expediently. However, because of the small size of the school community, there is a tendency to rely on personal contact between the various members of staff. The school does not have a consistent method for recording incidents of inappropriate behaviour for use by teaching and non-teaching staff. As a result, patterns of behaviour cannot always be easily established, nor support sought through links with the behaviour support service or the educational psychologist.
55. Since the last report, the school has managed to maintain the high level of care and its Christian ethos.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. The school works very well in partnership with parents and this contributes significantly to the quality of education. The inspection observations confirmed parents' views. Parents appreciate having a strong, personal contact. There is an abundance of newsletters and parents are often contacted by teachers to keep them informed about their children's progress or problems.
57. There is good information provided for parents. There are sound annual reports for parents on the progress of their children as well as three parent-teacher meetings per year. However, the quality of reports is variable and ranges from those where there is specific and clear information on what pupils know, understand and can do to those where the information is more about what they enjoyed. The school has made good provision for parents to participate in curricular workshops and to take part in personal consultations. Parents enjoy being able to come into school and they particularly like watching their children performing in school activities, such as concerts.
58. Some parents said they prefer feedback from the school which compares their children's educational standards with the expectations for their ages. They also perceive that there is a deficiency in the regularity of activities outside school. A small number also feel there is insufficient homework. The school provides adequate comparative National Curriculum test data in documents such as the prospectus, but does not provide information about all pupils' levels at the end of the year. There is a good range of extra curricular activities and the opportunities pupils have for homework are satisfactory.
59. The impact of parents' involvement with the work of the school is very good. Many parents come into school at the beginning and end of the school day. A significant number help in school or with sporting activities. For example, there are areas for parents who help with reading and other activities. The reading support which parents give has a very positive effect on pupils' reading skills and progress. A retired headteacher provides information technology assistance with pupils' projects. This enables them to take part in activities which use information technology in a 'real way', such as collecting and sorting data in a village study. This means that they learn effectively to use the computers in a meaningful way in everyday applications.
60. The links with feeder schools are good. Approximately 75 per cent of the new intake has some kind of pre-school education. The parents of pupils who have left frequently keep in contact with the school and inform staff of how they have settled. Feeder, as well as receiving, schools praise the contribution that Kirk Hammerton makes. Great care is taken to familiarise both parents and children with the school. Baseline test results, showing the capability of Reception Year pupils, are reported well to parents and give a clear view of pupils' skills.
61. Since the last report, information to parents has been improved. Two surveys have been conducted to ensure parental satisfaction and that effective action has been taken.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The school is well led and managed by a very committed and hardworking headteacher who has the best interests of the pupils and school at heart. All staff and governors are very committed to ensuring that the aims of the school are met and that standards improve. They have a strong sense of loyalty to the school. Staff work well as a team and, although some

practices in the school are informal they are, nevertheless, mostly effective in ensuring that staff are well informed about their pupils' strengths and weaknesses. The school secretary makes a substantial contribution to the effectiveness of the school through her work as a secretary, classroom assistant and clerk to governors. Leadership of special educational needs is good, overall. The well-qualified special educational needs co-ordinator works in partnership with the headteacher and governor responsible to ensure that the recommendations of the Code of Practice are met. The school has appropriate targets in order to improve provision further. However, the policy for special educational needs does not have clear criteria for monitoring the effect of special needs provision at the school. There is a well-kept, up-to-date special educational needs register. Support from outside agencies is well managed within the school.

63. The caring Christian ethos seen in the last inspection has been maintained and has a positive effect on the development of the school and standards achieved. Standards have been high at the end of Key Stage 2 since the last inspection. The school progressively adds value during the time pupils are in the school and, by the time they reach the end of Key Stage 2, their attainment is above the national average. Pupils' achievements are also good. The school recognises that with such small numbers of pupils in each age group pupils who are lower attaining can affect results significantly. Nevertheless, it welcomes all pupils into its 'family' and provides good quality, additional, support for those who need it. It has a high commitment to ensuring that the imbalance between boys and girls does not favour one group or the other.
64. The school has now recognised that its standards in the 1999 science tests were not as high as English and mathematics because of the curriculum changes made regarding the increased emphasis on literacy and numeracy. They are intending to redress this imbalance. The headteacher and governors regularly check the school's results against those for schools nationally, to identify trends and against schools with similar intakes and were well aware that the results of the Key Stage 1 tests were very low. Governors, through their very good monitoring in the school, analysis of results and the very good communication with the headteacher, were also aware that this cohort had a higher proportion of pupils who were lower attaining and on the special educational needs register.
65. Governors know their school very well and fulfil their statutory responsibilities. They make a very good contribution to its overall effectiveness. They bring a great deal of expertise to the school and this is used well. For instance, a governor for the development of information technology completed a thorough and perceptive audit of all the school's equipment (hardware and software) and practices. As a result, the headteacher and governors have effective plans for changes to computer resources and the way these are used through the school. Other governors, through their formal programme of monitoring of literacy and classes generally, have identified some pupils' immature behaviour which is not always effectively managed. As a result, staff training has been arranged.
66. The headteacher and governors work well together in planning for school development. There is a comprehensive management plan which identifies suitable priorities for the year ahead and in outline form for subsequent years. The plan reflects well the commitment to school improvement and the headteacher's clear vision of how the school needs to develop in the future. The plan is very much a working document and is annotated to show changes and evaluations. Criteria in the plan could be more sharply focused to aid governors' evaluation of the success of the plan. Finance is well planned and regularly reviewed by members of the finance committee. There is good strategic use of the school's resources and the school uses the funds from the church trust to good effect, supplementing its staffing each year so that additional support can be provided. Funds are carefully identified in relation to the plan and staff discuss future planning with the headteacher before the plan is brought before the governing body. Although there is outline planning for subject development and very specific developments in the management plan, staff informally contribute to their subject's development. Their role of co-ordinators in fully shaping the future of the subject and undertaking a full role as subject co-ordinators is under-developed. The headteacher recognises that more needs to be done with regard to the active delegation of responsibilities, but has felt that in a very small school that he should take on a substantial burden of the work as his staff have a heavy teaching commitment.

67. Overall, the monitoring of the school's performance is good, although there are some weaknesses. The governors' contribution to this is substantial and the school feels that there is good monitoring, support and advice from local education authority staff, such as the early years team for pupils in Key Stage 1 and children under five. The school carefully reflects on reports and discusses these at governors' meetings. Action is usually swiftly taken, such as action to address a lack of support for the youngest pupils, some with weak personal and social skills. In this case, additional support was put in place very quickly and the headteacher is about to commence professional development for monitoring this area of work. However, there is a lack of more detailed monitoring by staff and a limited programme for observations of teaching (except when appraisal occurs), either to reveal weaknesses in any areas of teaching or to share good practice. Informal analysis of pupils' work and discussion take place regularly among staff and the headteacher knows the strengths and weaknesses of his staff reasonably well through informal monitoring. Standards are checked against schools nationally and similar schools and information from tests is used to predict pupils' future possible levels of attainment. Patterns or trends in results are analysed and assessment information used for grouping pupils. However, there is not the detailed analysis which might help the school focus more consistently on individual pupils' difficulties and efforts.
68. Induction is informal but effective and the most recently appointed teacher (12 months ago) felt that she was well supported and had sufficient documentation to enable her to feel confident in a new situation. The programme of appraisal continues well; the headteacher has been regularly appraised since the last inspection. He is due to appraise other headteachers and to be appraised himself, in the near future.
69. The headteacher and governors have a high degree of concern for the school's positive image in the community and part of their vision is to serve and support the needs of the community to a greater extent. Standards are uppermost in their minds, but also the added value the school brings to pupils' personal development. How the school is perceived is very important. The school regularly shares information with parents about possible changes and seeks their views about the possible effects of these, such as the introduction of the literacy and numeracy lessons. There is a keen eye kept on cost effectiveness and efficiency shown by the outcomes of the high quality audit report. The school recently purchased computers after extensively searching for the lowest possible price with the best support deal and involved the governor for information technology as part of this process.
70. The day-to-day administration is very efficient. It is well supported through the use of financial, database and word-processing software which both the school secretary and headteacher use for checking on the progress of the school's budget, keeping records on pupils and typing letters and reports. The school secretary is also the clerk to the governing body and arranges the agendas and produces the meeting minutes efficiently. The layout of the equipment, however, results in its poor positioning which could have a detrimental effect on posture. Most staff are confident in using information technology although one teacher admitted that even after the school's recent training she needed further support to use computers properly and effectively with pupils. The school has a well-prepared plan and is soon to benefit from Internet access through its National Grid for Learning grant.
71. Taking teachers and support staff together, there is a good number of appropriately qualified staff to meet the demands of the curriculum. Teachers have appropriate experience and some training in the area of special educational needs. Accommodation is satisfactory, overall. There are spacious grounds, a good conservation/wildlife area and, with the exception of the first class which is crowded and has limited facilities for under fives, reasonably spacious classrooms. The storage of music and physical education equipment and a computer in the hall leaves too little space for pupils' physical education lessons. However, storage space in the school is limited also. The accommodation is also limited for withdrawing pupils with special educational needs and other groups. The headteacher, governors and parents have firm plans for additional space and are actively raising funds for this. Resources are good, overall, although there is somewhat limited software for subjects. Resources for pupils with special educational needs are good. Although the cost of educating a pupil is above average, the school offers a great deal to its pupils and they achieve well in many areas. Standards have been above average for the oldest pupils over the past three years. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. The school should now:

- a) raise standards in science, especially for the higher attaining pupils by
- increasing the taught time;
 - ensuring that work is planned for higher attaining pupils to study the subject in greater depth;

(paragraphs 37, 110)

- b) improve the quality of pupils' writing at Key Stage 1 by
- increasing the opportunities for pupils to write in narrative form;
 - providing challenging activities for the higher attaining pupils;
 - looking for ways to organise pupils so that pupils with similar levels of achievement are grouped together;
 - improving the presentation of pupils' work at this key stage and in the lower part of Key Stage 2 by focusing especially on the quality and style of handwriting and the setting out of work in books and on paper;

(paragraphs 8, 87)

- c) improve the quality and consistency of pupils' records by
- updating the school's collections of pupils' work for the purposes of assessment and showing teachers the examples of work for a particular level;
 - thoroughly analysing the results of assessments to identify where pupils need help or to reveal gaps in the planning for subjects;
 - having a systematic, whole school approach, to record keeping;

(paragraphs 51, 52, 53)

- d) develop the role of subject co-ordinators so that they take more responsibility for the quality of teaching and the standards in their subjects so as to make teaching and learning better by
- having an agreed programme of lesson observations which clearly identify the focus of the monitoring and evaluate the strengths and weaknesses of teaching and learning;
 - regularly examining pupils' work and records in subjects so as to keep a check on their progress and ensure that they are achieving as much as they can;
 - sharing existing good practice in the school and elsewhere.

(paragraph 67)

Other weaknesses not included in the issues for action:

- Improve the limited accommodation in the hall and class 1 *(paragraphs 71, 77, 143)*;
- Improve the quality of the reports to parents and information about progress in comparison with pupils of similar ages *(paragraphs 57, 58)*;
- Improve the way the additional support directed to Key Stage 1 is planned for pupils with special educational needs *(paragraph 39)*.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	23	40	33	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	73
Number of full-time pupils eligible for free school meals	0

FTE means full-time equivalent.

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

*this number is just about to increase

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	2
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	3	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	4
	Girls	3	2	1
	Total	8	7	5
Percentage of pupils at NC level 2 or above	School	89 (100)	78 (69)	56 (92)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	6
	Girls	3	2	3
	Total	8	7	9
Percentage of pupils at NC level 2 or above	School	89 (92)	78 (100)	100 (100)
	National	82 (81)	86 (86)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	6	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	6	4	4
	Total	15	13	13
Percentage of pupils at NC level 4 or above	School	100 (85)	87 (85)	87 (85)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	4	3	4
	Total	13	12	13
Percentage of pupils at NC level 4 or above	School	87 (85)	86 (100)	87 (85)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	73
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	21
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	24.5

Financial information

Financial year	1998/1999
	£
Total income	144373
Total expenditure	142395
Expenditure per pupil	1850
Balance brought forward from previous year	2869
Balance carried forward to next year	4847

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

73

Number of questionnaires returned

48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	2	0	0
My child is making good progress in school.	49	43	8	0	0
Behaviour in the school is good.	39	57	0	2	2
My child gets the right amount of work to do at home.	37	53	10	0	0
The teaching is good.	65	33	0	2	0
I am kept well informed about how my child is getting on.	47	41	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	78	20	0	2	0
The school expects my child to work hard and achieve his or her best.	67	27	2	2	2
The school works closely with parents.	67	29	2	2	0
The school is well led and managed.	84	14	0	2	0
The school is helping my child become mature and responsible.	67	31	0	2	0
The school provides an interesting range of activities outside lessons.	27	44	17	4	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

73. At the time of the inspection, there were six children under the age of five. A significant proportion are very young and have their fifth birthday towards the end of the school year. The school has a system of part-time places for the youngest children, although most were full time during the inspection. Some children have special educational needs and attend on a part-time basis. On entry to the Reception and Key Stage 1 class (which contains Year 1 and 2 pupils) children are achieving average levels across a range of their work. Working with older pupils has a positive effect on their learning. Initial assessments of children's achievements vary from year to year and last year the attainment of the children was above average. Most children achieve satisfactorily across the 'desirable areas of learning' although their attainment is strongest in language and literacy and in knowledge and understanding of the world. Children are on course to reach the Desirable Learning Outcomes by the time they are five. The children's standards are similar to those seen at the last inspection, although these have improved in language and literacy. Teaching is now satisfactory and would be strengthened by a more consistent approach to the management of the children who show immaturity in their behaviour.

Language and literacy

74. Through good teaching children achieve well in their language and literacy skills. The teacher understands the importance of this area of learning and provide good opportunities for listening and talking in all lessons. The children's responses are valued and their self-esteem and confidence build, so they willingly contribute to discussions and answer well. They listen carefully to the teacher's well-told stories, to different adults and each other. Many already use words associated with reading and writing and they understand that print has meaning. Some recognise individual letters and higher attaining children suggest everyday words that these letters begin with. Most have started to write letters and words, but some do much better than others.

Mathematics

75. In mathematics, satisfactory teaching helps children achieve appropriately for their age and ability. Teachers show the importance they attach to mathematics by the many ways they use classroom displays and resources to encourage children to learn. The use of counting songs and reciting activities makes mathematics meaningful and the language associated with the subject is taught well. Most children recognise some numbers and count a small number of objects, some up to 10. Some recognise a few two-dimensional shapes and use equipment to match objects to numerals. They use the computer to develop their understanding of positional words, such as *on, in, by...* and for counting and number recognition.

Knowledge and understanding of the world

76. Through good teaching and careful attention to the use of subject vocabulary such as in science, children make good progress and achieve well. The teaching is lively and promotes enquiry; through investigations the children 'discover' that some materials differ from others using basic vocabulary such as 'shiny' and 'bumpy'. Good attention is given to the quality of the children's observations and the discussions encouraged between them have a positive effect on their listening and talking. They have good opportunities to use the computer and their ability to move objects around the screen with a mouse is developing well; they are able to select what they want and make choices. They use a wide variety of equipment safely and carefully, such as scissors, pencils and brushes. Their opportunities to use construction materials results in them finding interesting ways of fitting the parts together.

Physical development

77. In the physical area of learning, children make satisfactory progress. The quality of teaching is satisfactory and well planned to meet the personal needs of the youngest children. Sometimes a lack of support in formal physical education lessons limits the children's time available, because changing take so much time at this age. All children use the space well and are developing a good understanding of how to use this effectively. Most listen well to the instructions and follow them well for their age. They move around the limited classroom space and the outside play spaces with confidence and safety. All children have the opportunity to swim alongside the rest of the class; they make good progress in water confidence.

Creative development

78. Children make satisfactory progress in the creative areas of learning. They draw, colour and paint with increasing control in the likeness of other artists and children show pleasure in their finished pieces. They make up their own stories in a range of imaginative play situations. However, their opportunities to explore materials such as sand and water are limited by the lack of facilities and space, although the teacher does her best. The quality of teaching is satisfactory.

Personal and social development

79. Teachers and support staff, when they are working with children under five, give good attention to this area of learning. They prepare a welcoming and happy environment which ensures that the children enjoy their work, feel secure and mostly have positive attitudes to their work. However, some children are quite immature and find it hard to sit and listen. Children are beginning to work co-operatively, although some find it difficult to 'stick' at what they are doing, wander off and, occasionally, interrupt others. Sometimes, there is not enough insistence by staff that the children should stay in one place or sustain an activity and this results in their learning less than they could. Good behaviour is encouraged and the teacher has a good range of ways of dealing with some children who are silly. However, these are not always consistently applied. The children are polite; good manners and other personal qualities such as this are well promoted by the teacher and other staff.
80. Overall, the quality of the teaching is satisfactory. The planning is based on a combination of targets from the Desirable Outcomes for Children's Learning and National Curriculum programmes of study and is appropriate. Reception children work on tables with each other, but have opportunities in many lessons to be part of whole class discussions, story and mental mathematics sessions and they learn well from their older counterparts. The teacher's storytelling skills are particularly strong and often have the children on the 'edge of their seats', listening intently. There is skilful interpretation of the story to help all ages understand, although, at times, the children under five should have stories and whole class teaching pitched at their abilities separately. Group work in literacy and numeracy is planned well and separately for the children under five. The good relationships the staff have meet the needs of the children well and provides security and confidence so that they try hard and are not afraid to make mistakes. Questioning is used very well to probe the children's understanding and to check their knowledge. Additional support is sometimes provided for the children by a non-teaching assistant. However, when it is not, it is often difficult for the teacher to check on what all pupils are doing and consequently, some children who have occasionally wandered away from what they should be doing do not learn as well as they could. The children select cards from an 'activities chart' which helps the teacher monitor what they have chosen to do, is used as a form of assessment and aids children's independence well. The teacher has a sound and growing knowledge of the children and the needs of this age group and reports that she is well supported by advisory staff from the local education authority. From the baseline assessment carried out soon after the beginning of the school year, the teacher has set appropriately challenging targets for each individual child. This target setting process is now being used for the early identification of children who have difficulties and carefully considered strategies are put in place to help them.

ENGLISH

81. The proportion of pupils reaching the expected level (Level 2) and above in the 1999 National Curriculum tests at the end of Key Stage 1, was above average when compared with schools nationally in reading, but below average in writing. In writing, the proportion of pupils obtaining the higher level (Level 3) was below average but in reading it was very low. Those pupils who attained higher grades at Level 2 (Level 2B and above, which gives an indication of pupils who are likely to achieve the expected level and above when they are in Year 6) was well below average in reading and writing.
82. The 1999 results for this group were very low for reading and writing in comparison with schools with similar intakes, but over the past three years the results have been much better. Generally boys did better than girls in the 1999 Key Stage 1 tests, but this trend alters from year to year because of the small population of pupils and their individual abilities.
83. At the end of Key Stage 2, the National Curriculum test results indicated that pupils' standards are well above the national average in English (at Level 4). Compared with schools with similar intakes these results are above average. The proportion of pupils who attained the higher level (Level 5) is close to the national average.
84. Inspection findings indicate that standards of attainment in English currently are in line with national averages at the end of Key Stage 1 and above the national average at the end of Key Stage 2. Inspectors found that there are a few boys in Key Stage 1 who are not attaining as well as they should, particularly in writing. However, generally there were no significant differences in the attainment of boys and girls at either key stage and this depended very much on the different proportions of girls to boys in each cohort. The number of pupils in the cohort is very low (nine pupils), as was the case last year and a large percentage of girls in last year's cohort were on the special needs register. This explains the poor results in 1999. This group of pupils, who are now in Key Stage 2 (Year 3), are receiving appropriate support and are making good progress in literacy skills.
85. Standards in speaking and listening at the end of Key Stage 1 are in line with those expected of seven year olds, although speaking is better than listening. Higher attaining pupils are aware of the need to give detail when answering questions and are happy to practise silently reading a passage of their reading books in order to present it clearly, expressively and with a real sense of performance. Average attaining pupils have a growing vocabulary and speak clearly and audibly when describing the events in the books they have read. Lower attaining pupils are achieving well in relation to their prior attainment. However, there are a few boys who do not listen well to the teacher during literacy and in other lessons. As a consequence, they do not learn all they should and they are not always fully equipped to start their individual work in the correct manner because they have not listened carefully to instructions or previous teaching. These pupils have become a cause of concern, but have not yet been placed on the special educational needs register. The school is to rectify this as soon as it has spoken more fully to parents.
86. Standards in reading are high and above national averages, with all pupils likely to reach the expected level (Level 2) by the end of the summer term. Over half are in line to reach the higher level (Level 3). Pupils have a love of books and stories and are progressing well through the many reading schemes and colour coded books on offer. The good range of books and careful teaching of different strategies for reading new words are having a positive effect on the progress pupils make. The use of a commercial scheme, which has a multi-sensory approach to learning phonics, has ensured that all pupils, including those with special educational needs, make good progress in reading. This approach also makes learning fun and fast moving and encourages pupils to keep attention during this part of their lessons. Occasionally, higher attaining pupils have books that are not at an ambitious enough level and read more challenging books at home, although they are occasionally set appropriate challenges related to comprehension for homework. Other factors that relate to the good standards achieved in reading are the good use of books in other subjects to find out about geography and history and religious education, for example. Parents are very involved in their children's development of reading. All pupils have book-bags and reading records that go from school to home with written comments about the way their children read as well as what they

have read. Many of the pupils heard to read by inspectors talk of both parents hearing them read, parents reading themselves and, therefore, many parents provide good role models for their children. They talk of being told stories at bedtime and a significant number say they use the mobile library. This is contributing well to pupils' overall enjoyment of books and stories.

87. Standards in writing are much lower than in reading and, although all pupils should reach Level 2 by the time of the tests, many will not achieve above the lower grades at this level (Level 2C). No pupils are able to join their writing, presentation is weak and, although samples of writing show some use of adventurous words, their style is related to speaking rather than to writing. There is limited use of a range of connectives to join sentences together. Writing is appropriately assessed in terms of levels, but this assessment information is insufficiently analysed and used to move pupils on. There are also insufficient opportunities for writing to any length in narrative form and higher attaining pupils, in particular, are not achieving as well as they should, because they are insufficiently challenged. The Year 2 pupils are in a large class with Reception and Year 1 pupils and their differing writing needs are not always planned for well enough or met. Pupils are grouped by age rather than by ability in Literacy lessons and group work often has the same focus for all pupils. All these factors have the effect of slowing pupils' progress in writing. The school governors and headteacher, through the monitoring of teaching and learning of pupils and analysis of test results, have recognised that standards have fallen generally. They have put in additional support and planned further training to improve standards of behaviour, but at present this is not focused enough to have any significant effect on standards in writing at this key stage.
88. Standards of attainment in English at the end of Key Stage 2 are above national expectations. This broadly reflects the results of the National Curriculum tests in 1999. However, there are significant numbers of pupils with special educational needs in this year's cohort, who, although achieving well through the good support they are receiving, are unlikely to gain the expected level (Level 4). Pupils are achieving well in all aspects of English and this is due for the most part to the good and often very good teaching they receive.
89. Standards in speaking and listening at the end of Key Stage 2 are above those expected of eleven year olds. Almost all pupils listen carefully, speak confidently, make contributions, ask questions and are responsive to others' ideas and views. For example, in geography, both boys and girls listened carefully to the teacher's complex explanations of the problems of visitor parking at the school. They developed ideas to solve the problem during class discussions and, when asked, the highest attaining pupils could formally describe the problem, the range of suggestions made and reasons for the actions taken. The content of the lesson was summarised well and showed that due attention had been paid to taking account of others' views and exemplified the close attention being paid to all that was said.
90. Standards in reading are high and the school tests pupils regularly. It identifies those who need help, puts in support for those pupils, including those with specific learning difficulties, or those it thinks could reach higher levels. However, the identification of the potential of pupils is in the main intuitive and not based on reliable assessment, such as non-verbal reasoning tests. However, all pupils are achieving well and making good progress in reading as shown by their good improvement in reading tests. The programme of *Everybody reading in class (ERIC)* and the discussion about the books pupils read maintain good standards in reading and speaking and listening. The very good book resources are providing pupils with a very good range that they can enjoy and compare in terms of style and genre. Texts are well chosen for sharing and for guided reading in literacy lessons and they challenge pupils well. Teachers have a good understanding of a range of reading strategies and teach this aspect of reading very well throughout Key Stage 2. Class libraries are well stocked and organised and give opportunities for browsing. Library skills are well supported through the North Yorkshire library service which provides a wealth of resources.
91. Standards in writing and presentation are also high. Target setting has focused on what standards pupils are expected to reach by the time they take the tests. However, these assessments are not formally analysed in depth to ascertain strengths and weaknesses of individual pupils, although strong on-going assessment through marking of individual pieces of work and informative comments from the teacher are moving pupils on, particularly in spelling and grammar. Teachers set individual lists of spellings that are learnt at home and are regularly tested and there is an expectation that even the strongest readers read regularly at

home and pupils are well supported in this by the parents. However, the school relies, somewhat, on the individual natural creativity of pupils and although there is much work to improve pupils' general vocabulary this is not always a feature of the marking of writing seen in books. The school has improved opportunities for extended writing across the subjects and there are some good examples seen in history, geography and science. The range of writing opportunities in both narrative and non-narrative forms is good and includes writing for the purpose of communication with the community, writing letters to a local soldier in Bosnia or to the council to express their ideas about problems. All pupils write poetry in a range of forms, although this could be further extended to improve descriptive writing.

92. Standards, overall, have been maintained since the last report and pupils generally achieve well and continue to make good progress. Some aspects of the subject have improved particularly at Key Stage 1, where pupils' speaking and reading skills are now good, compared with sound at the last inspection. However, standards of handwriting and presentation are now unsatisfactory and higher attaining pupils do not make sufficient progress in writing in the narrative form. There have been increased opportunities for pupils to write at length at the end of the key stage, although there are still occasions when pupils are not given opportunities to re-write information gathered for topics in their own words.
93. The quality of teaching and learning in English is now good and much improved since the last inspection when it was found to be sound. It is good, overall, at each key stage, although the best teaching and learning is seen at the end of Key Stage 2. Teachers now provide appropriate challenges for pupils of differing ages and abilities in Key Stage 2, but they do not always provide work to meet the needs of pupils of differing abilities at Key Stage 1. Teachers now have better knowledge of the subject as a result of Literacy training. Whole class teaching is of a better standard than group work, although the bulk was focused on text work and word level work. Teachers on the whole begin lessons well and this inspires pupils and keeps their interest. Questioning skills are of a high quality and extend all pupils thinking. New vocabulary is explained well and increases pupils' understanding of texts. Teachers plan weekly or daily; some use the Literacy framework. However, not all planning has objectives to meet the differing abilities of pupils. The standards of handwriting have fallen as a result of the inconsistent modelling of writing by teachers and support staff in the school style in Key Stage 1. Teachers do not encourage pupils to join their writing at an early age and this results in higher attaining pupils not achieving the standards they should. Teachers have a range of strategies for handling behaviour, many of which are very good, but they do not use these strategies consistently and this results in some pupils talking when the teacher is talking and calling out answers. Behaviour management is taking up too much of the time available for teaching in some lessons, particularly at Key Stage 1. The pace of some lessons is too slow and this allows pupils to chatter amongst themselves and reduces the time for writing in occasional lessons at the beginning of Key Stage 2. Information technology was used well in lessons particularly in Key Stage 1 and at the end of Key Stage 2 to improve presentation and ideas.

MATHEMATICS

94. In the 1999 National Curriculum tests, the proportion of pupils reaching the expected level (Level 2) and above, at the end of Key Stage 1 was very low in mathematics. The proportion of pupils attaining the higher level (Level 3) was below average. Those pupils who attained the higher grades within Level 2 (Level 2B and above which gives an indication of pupils who are likely to achieve the expected level and above when they are in Year 6) were well below average.
95. The 1999 results for this group were very low in comparison with schools with similar intakes, but over the past three years the results have been much better. There has been some variation over time, but, for instance, the 1997 mathematics results were well above the national average and above average in 1998. The school is well aware of the needs of the 1999 group of pupils. Three of the nine pupils taking the tests were on the register of special educational needs and governors, from their previous monitoring of the standards in Key Stage 1, have provided additional support to help raise pupils' attainment. Generally boys did better than girls in the 1999 Key Stage 1 tests, but this trend alters from year to year because of the small population of pupils and their individual abilities.

96. At the end of Key Stage 2, the National Curriculum test results indicated that standards were well above the national average. Compared with schools with similar intakes, these results were above average. The proportion of pupils who attained the expected level and above (Level 4) were well above average. The proportion of pupils who attained the higher level (Level 5) were also well above average.
97. Over the past three years, the results for mathematics have always been well above the national average. Variations do occur from year to year in the attainment of boys and girls and sometimes trends reverse. For example, in 1996 and 1997 boys outperformed girls in mathematics but in 1998 the reverse was true. Pupil groups are small with a wide variation in attainment in each class.
98. At the end of Key Stage 1 pupils' attainment seen in lessons during the inspection and from their previous work is similar to that found in the last inspection. It is in line with pupils in schools nationally in mathematics. Pupils' make satisfactory progress. Reception pupils develop the idea of positioning furniture by three sizes in *The Three Bears* program they use. They place numbers in the correct order from one to nine, identify the names of the numerals shown to them and match pegs to the numeral on a pegboard. In Year 1, pupils extend their skills and there is some good progress when higher attaining pupils count in 100s in the sequence 100, 200, 300..... They add several single digit numbers correctly and identify a missing number when given the total and the number it is to be added to. Other average attaining pupils develop their knowledge of counting groups of tens and show how ten groups of ten blocks make 100 blocks. Lower attaining pupils write numerals 2, and 3 and match the correct number of objects to these numbers. They are beginning to know what *one more* means and they calculate $5 + 1$ correctly. By the end of the key stage, in Year 2, pupils place two digit numbers chosen at random such as 71, 58, and 62 in the correct sequence. In a number tracks game they show confidence in their knowledge of the sequence of numbers to 100. They produce simple block graphs to show the colour of the pupils' eyes and interpret the data in a simple way. Higher attaining pupils pick out patterns in number on a hundred squared and begin to predict which numbers are missing from columns by the position of the tens and units. For instance, from 26, 46, 76, 86...they deduce that 36, 56 and 66 are the missing numbers. Lower attaining pupils add two single digit numbers to 10 such as $5+5$ and are beginning to understand the idea of taking 10 away from a two-digit number such as 19.
99. At the end of Key Stage 2, pupils' attainment is above average and this is similar to the levels seen in the last inspection. Overall, the pupils achieve well in this key stage, but this is strongest towards the end of the key stage where the subject is very well taught. Numeracy skills are well used and promoted in other subjects and this makes a significant contribution to pupils' attainment. Pupils in the earlier part of this key stage count confidently in 3s, 4s, 5s, and 10s but the older pupils do this faster and with more accuracy. Higher attaining pupils add two digit numbers such as 97 and 19 and their mental work enables them to tackle the rounding up of the 19 to 20 to calculate this. They are developing a confidence with three digit numbers and use carrying methods correctly. The idea of multiplication as the reverse of addition is developing, although not all understand this. Higher attaining pupils easily calculate 18 divided by 6, for instance. Lower attaining pupils in Year 3 gain a good understanding of simple multiplication such as 5×2 , 1×3 and also of the product of zero and a number. In Year 4, they build on this and multiply a two-digit number by a single digit such as 23×3 .
100. In the latter part of the key stage, by Year 6, pupils count easily up and down in a whole range of numbers, such as 20s, 10s, 7s. Their mental mathematics work is enabling them to become particularly mentally agile in handling numbers because this aspect is taught well. Pupils represent their findings from investigations in graph form label axes correctly and are careful to produce a relevant title for the graph. Their work on statistics and the relevance of this to work they do in other lessons, brings the ideas to life and they gain a good understanding of how to use and calculate the mean, mode and median. Higher attaining pupils carefully consider how they should label the axes and the increments to be used, when using temperature data involving negative numbers. They know that the range of data is an important consideration in displaying all the information. In other practical work, such as calculating the area of a triangle, most pupils successfully develop the idea of a formula using half the base multiplied by the height. Occasionally, some pupils show a little confusion of perimeter and area. Most know the different types of triangles. They confidently check on the number of vertices of a three-

dimensional shape and can define the numbers of lines of symmetry in two and three-dimensional shapes. In number work they are confident in identifying a sequence of prime numbers and calculate percentages and vulgar and decimal fractions of money.

101. The quality of teaching is good, overall. It is satisfactory in Key Stage 1 and good, overall, at Key Stage 2. The teaching ranges from satisfactory to excellent at this key stage and is best towards the end of it. The teaching of mental mathematics is good, overall, and sometimes excellent, as in a lesson in Years 5 and 6. A dynamic, well planned session, with questions well matched to pupils' abilities extended pupils' thinking skills and covered a wide range of areas, such as percentages, fractions, factors, squares and square roots. A significant factor was the fast pace and the way the teacher praised and challenged the pupils resulted in their rising to the challenge and trying their hardest. Problem solving, using Chinese symbols, also challenged the pupils to think and apply their mathematical knowledge to find the missing numbers.
102. At Key Stage 1, lessons are well planned using the National Numeracy Strategy planner. Good, precise targets are identified and pupils clearly understand what they are to do and learn. The whole class part of the lesson is very well taught and the plenary session, at the end of the lesson, draws pupils' ideas together and helps check and reinforce what has been learned. A good range of activities aids most pupils' motivation and sustains their interest. The work is well planned for the different age groups and abilities of pupils and small steps build well on to what pupils have learned previously. Good quality questioning assesses the pupils' learning well and there is a good knowledge of the pupils' abilities and mathematical skills. Sometimes, insufficient attention is given to the youngest pupils, who find it hard to remain at their work for any length of time and their learning, at these times, is limited. When additional support is directed to these pupils they work well, but they still have to be reminded to carry on what they are doing. Some pupils become over enthusiastic and silly at times and too noisy in mathematical games work which is otherwise well organised and challenging. This is a feature that could be much improved by better monitoring with clearer and more consistent instructions as to how they should behave during practical work. When this did occur the pupils remained in the area they were assigned and concentrated well. The teacher has a good range of ways of dealing with pupils who do not stay at their work, but these are, sometimes, inconsistently applied. There is also too much acceptance of work which is not presented well by some pupils.
103. At Key Stage 2, the well organised lessons and the oral mental introduction, in particular, sharpens and rehearses pupils' mental skills well. It encourages rapid recall of facts, but, sometimes in the early part of the key stage, the teacher, by writing the numbers on the board, reduces the 'mental' effect. These younger pupils are supported well and the knowledge the teacher has of their abilities is good. There are good ways of keeping all pupils involved, such as pupils writing on cards numbers as starting points for adding numbers mentally, although the level of challenge for some could be higher and the mathematical language better emphasised and displayed around the classroom. Lower attaining pupils would then have reference points to help them when they are unsure about language used when they are asked to perform a calculation. Occasionally, teachers allow pupils to talk too much about things which are not related to the lesson and fidget too much. In the latter part of the key stage, the teacher knows the pupils so well that all the work is very well planned and a very brisk pace keeps them on their toes. Pupils have to listen well to keep up because the questions come 'out of the blue', such as *What is the square root of 81?* connected to some work on statistics. This is very much the style of teaching and has a positive effect on pupils' learning; they want to do well and respond with real enthusiasm. The relationship between the teacher and pupils is excellent and the pupils are enthusiastic learners who want to achieve well and please their teacher. The quality of questioning is very good, although, occasionally, lower attaining pupils could be involved more. Very clear explanations, often related to everyday activities and problems such as measuring temperature and clear statements about what pupils are to do and learn means that no time is lost and results in pupils showing a definite keenness to succeed. There are excellent links made with other subjects. Often pupils are asked about how information technology could help them. The teaching encourages pupils to think beyond what is set out before them and to extend their ideas. It is superbly challenging; for instance, in asking higher attaining pupils how they will set out the increments on the axes of a graph. There is good use of and emphasis on mathematical vocabulary and its spelling, although labels around the classroom would help lower attaining pupils more.

104. There has been good improvement in the planning of lessons since the last inspection, largely influenced by the National Literacy Strategy and its planning formats and arrangements. The subject remains well co-ordinated and well resourced.

SCIENCE

105. In 1999, the National Curriculum teachers' assessments at the end of Key Stage 1 indicated that the proportion of pupils who reached the expected level (Level 2) was very high compared with schools nationally. However, no pupils achieved the higher level (Level 3) and their results were well below average in comparison with schools nationally.
106. At the end of Key Stage 2, the 1999 National Curriculum test results indicated that standards were broadly in line with schools nationally. Compared with schools with similar intakes, these were below average. The proportion of pupils who attained the higher level (Level 5) was close to the national average.
107. Over the past three years, the results for science have fluctuated, although they have largely been well above average. Variations in the attainment of boys and girls occur from year to year, but, inspection findings indicate that there is no significant difference in the attainment of girls and boys, currently. Pupils groups are small and there is a wide variation in attainment in each class.
108. At the end of Key Stage 1, pupils' attainment, seen in lessons and from their previous work, is above average and their achievement is good. Pupils are able to identify which objects float and sink, can label body parts and have a good understanding about which electrical accessories work on mains power and which on battery power. They know the three main food types and what constitutes a balanced meal and that medicines are drugs that make you better, but that they can be dangerous. All pupils carry out effectively an investigation into the conditions for plant growth and higher attaining pupils know that food provides nutrition and energy for humans. Since the last inspection, standards at Key Stage 1 have risen. This is through the good quality of teaching and the attention to planning for pupils of different abilities.
109. At the end of Key Stage 2, pupils' attainment is average in science. Older pupils explain what makes a test fair or unfair and apply this to testing model wind powered cars, made in design and technology. They draw, measure and then write accounts in extended writing about their conclusions. They identify that there are a number of variables which can affect the results such as weight and sail area. Higher attaining pupils formulate relationships between the variables. Overall, the pupils achieve well in lessons, but, because of some weaknesses in the planning, over time their achievement is satisfactory.
110. Attainment in science was identified as good in the last inspection and is now in line with national averages. This is because there is some under achievement in science for higher attaining pupils. This is mainly due to work which is not always planned for them specifically and limited time for the subject to be studied in the depth which would help to raise their levels of attainment. Effective links are made with other subjects, such as design and technology, but the focus of the work is not always made clear in planning. However, in one Year 5 and science lesson work was well planned for the higher attaining pupils and their needs were specifically planned for. The lesson was also given a greater amount of time than usual. Because of this the higher attaining pupils in particular gained a greater depth of understanding relating to the scientific ideas of magnetic force and how the lines of force are produced, the testing procedures and how to independently set up an investigation. They also used their knowledge of mathematics well to test their hypotheses.
111. A strength is in the way the pupils are encouraged to record their work, although there is not always the attention to neatness at Key Stage 1. Throughout the school there is good attention to the quality of predictions, accuracy and interpretation of findings and the presentation of results. This helps them think logically and draw appropriate conclusions, advancing their scientific ideas and knowledge.
112. Only a small number of lessons were seen during the inspection, but from teachers' planning and the work seen, the quality of teaching is good, overall, and pupils learn well. It is good at

Key Stage 1, good, overall, at Key Stage 2 and very good towards the end of the key stage. At Key Stage 1, pupils' growing vocabulary of the properties of materials develops well through rigorous reinforcement and effective classroom organisation. The teachers' good quality planning ensures that pupils' learn scientific vocabulary and ideas relevant to their age and stage in this mixed age class and that work is generally well planned for the different ages and abilities of pupils. What pupils are to learn and what they are to do is made clear to them with good emphasis on observation and recording from a very young age. They respond well and carry out their work with enthusiasm and energy, probing and testing the materials to find out the maximum possible features. The teacher makes it clear that the pupils are to behave sensibly and move from table to table in a quiet and calm way during practical work; they do this well and try hard. Even those who are less mature respond well to this expectation. The responsibility given to Year 2 pupils in leading the discussion on their findings aids their confidence well and they respond well in a manner which is a positive example to others. Whole class discussions are very good and particularly the 'brainstorming' approaches; the questioning by the teacher probes pupils' ideas and assesses their knowledge and understanding.

113. At Key Stage 2, the close attention to pupils' correct use of scientific vocabulary and the very good questioning to assess that pupils have really grasped the ideas developed in lessons (such as in work on magnetism *attract, repel, lines of magnetic force, non-magnetic materials*) mean that they learn well. The very good way in which the teaching reinforces ideas through practical work and group and class discussion means that pupils can test out their ideas and confirm or otherwise their hypotheses. There is considerable emphasis on developing pupils' thinking skills and problem solving and the teacher is particularly skilful at getting pupils to think through their testing procedures and how to use their achievements in other subjects, such as mathematics. The work of some lower attaining pupils earlier in the key stage is impressive because the work is planned in very small steps and tests out what they already know. The links with the design of torches the pupils have brought to school helps pupils understand the function of a switch. The teachers' personal attention to pupils and groups and the very careful explanation, help them learn effectively. Although the idea of how electricity flows through a switched circuit is hard for many, by the end of the lesson they have grasped this well.
114. Resources are generally good; the school borrows equipment from consortium schools as well as developing a good range of its own. The pupils are encouraged to make good use of information technology to record results and write accounts of their investigations. However, there is little use and availability of software for specifically supporting learning in science. Numeracy and literacy skills are particularly well promoted and the pupils' recording of their work, using a variety of ways such as tables, charts, graphs and text has a positive effect on organising pupils' thinking. The school has adopted the Qualifications and Curriculum Authority's exemplar scheme and is using this together with the local education authority's 'building blocks'; this ensures good progression in pupils' learning. Monitoring of pupils' achievements occurs through checking pupils' work and work is marked conscientiously with encouraging remarks and points for improvement identified. However, there is no direct monitoring of the quality of teaching in science.

ART

115. Art is taught as a separate subject, although the topics studied by pupils most often provide the stimulus for the work in art. Art skills and techniques are taught but the systematic development of them is very reliant on the individual skills and knowledge of the teachers as pupils progress through the school, since planning does not meet the differing ages and abilities of the pupils. Teachers' knowledge of the subject ranges from satisfactory to good and this is promoting good progress. Some of the highest standards of artwork in evidence are a result of visiting local artists and potters who bring their expertise to the whole school at particular times of the year. Other artwork displayed is satisfactory. Display is mainly observational drawing work, or painting from memory and imagination. As a result of government guidance over flexibility in the primary school curriculum, less time is spent on art since the previous inspection and this has resulted in a reduced breadth to the study. Only one lesson was seen; this was in Key Stage 1. Other judgements are based on the sketchbooks from Years 5 and 6, talking with pupils, art displays and photographs. Standards of behaviour and response to work are also good, overall, although there are a few boys in Key stage 1 who do not always work to the best of their abilities. Most pupils take pride in their work and are happy to talk about some of the techniques they have used.
116. Pupils achieve well at both key stages within a limited range of work. Pupils in Key Stage 1 draw and paint life-size characters from the story of *Cinderella* and make observational drawings of chimney pots, weathered bricks and other materials from their study on materials in science and historical studies of the village. Drawings and paintings show a satisfactory awareness of shape, line and form for their age. The pupils talk well about the objects they are to draw and describe them, using artistic, scientific and mathematical terminology. During visits from a local watercolour artist, they develop the skills and techniques of using watercolours, when painting and drawing in response to the artist Franc Marc. Topic books show that most pupils know how to mix colours and average attaining pupils talk about how to develop tones of colour through adding white.
117. By the end of Key Stage 2, pupils have had a satisfactory range of experiences. In Years 3 and 4 they learn to paint landscapes showing the local church and, in particular, develop techniques of overlaying colour to create mood in the skies they paint. Paintings show a good awareness of perspective and the use of colour tones. Most research work is illustrated well in pupils' own individual style. Pupils in Years 5 and 6 keep sketchbooks where they try out ideas and techniques before developing a finished piece of work. They make observational drawings of hands and figures, develop shading techniques and further develop their skills of creating drawings with perspective. They develop their ideas of pattern and design very well in response to the Victorian artist William Morris. Patterns and designs have an individual and carefully executed quality. Pupils also create their own coil pots in response to the work of the local potter who visits the school. Finished pots have good shape and form and show the pupils have learnt slip techniques well.
118. Teaching and learning are at least satisfactory and sometimes good when assisted by local artists and potters as shown by the quality of work produced. Teachers provide stimulating resources that encourage observational talk and descriptive language and engage pupils immediately. Pupils are given plenty of time to express themselves and all contributions are valued. This gives even the youngest or lowest attaining pupils confidence to give their views. Teachers talk about the objects and extend pupils' learning about the patterns and shapes of the objects and this also encourages pupils to look carefully before they start to draw. Providing a magnifying glass also makes the pupils look beyond the basic shape. However, the tools provided for drawing do not allow for the differing needs of the pupils. For example, in the one lesson seen all had to use writing pencils and there were missed opportunities for the higher attaining pupils to develop techniques through demonstration by the teacher. The organisation of the lesson, although giving pupils choice of what they wanted to draw, to some extent limited opportunities for teaching and learning. All pupils drew at the same time, had very limited time to execute their drawings and, therefore, very little time for the teacher to put in personal support. However, despite this, all made some gains in their learning about the shape and form of objects through the very good whole class discussion with the teacher and their own personal observations.

DESIGN AND TECHNOLOGY

119. It was not possible to see any lessons as these were timetabled outside the inspection period. Judgements are based on the pupils' records, photographs and the 'design briefs' of older pupils. Design and technology is often linked to topic work for the youngest pupils and, for those in Key Stage 2, to science. While the Key Stage 2 links enhance the promotion of the subject, the time left for the actual science content detracts from the progress that the pupils could make in the subject if they had more time. Overall standards of achievement in the design and technology elements of textiles, resistant materials and food, are good and have improved since the last inspection.
120. During Key Stage 1, pupils have a wide variety of opportunities to develop their skills and this also links with information technology when they design their ideal bedroom. Pupils decide on the essential furniture needed and plan this accordingly, trying different positions and establishing whether their design fulfils their needs. In food technology, they evaluate sandwich fillings for the type of food, its looks, texture and taste and give it a star rating. Designing and making processes develop well and pupils identify what they will need to carry out their work and what they will do. By the end of the key stage, they are confident designers and have a good range of ways of joining materials, relevant to their age.
121. By the end of Key Stage 2, pupils can explain designing and making processes well. They use terms such as 'running stitch' and 'over stitch' to describe how they have produced their rabbits and gift bags. They say how they would improve their finished product following a thorough evaluation. Charts and simple spreadsheets are used well in this process to record their work. Their Christmas cake research involves them looking at the country the cakes were made in, the weight and type of ingredients. This helps them choose the best ingredients for their cakes. The pupils' work is neat and well presented and from photographs and informal discussion with pupils, they enjoy their work. They develop a wide variety of practical techniques for assembling their products. A cardboard, tube-based puppet is connected with string, Easter eggs are made from papier-maché, musical instruments are made, using glue and cardboard. Pupils produce their work with good attention to detail, take a pride in the quality and strive to produce their best, in which they succeed well. There is little evidence of resistant material work in pupils' records although this does take place from time to time. For instance, pupils constructed simple wheeled wooden framed structures to assess the effects of sail size on their vehicle's performance in a wind race.

HUMANITIES

122. History and geography are taught as integrated studies. Very few lessons were seen at the time of the inspection. Judgements are based on sampling pupils' work, displays, and talking with the coordinator and pupils. There is insufficient evidence to make a judgement about standards and progress at Key Stage 1. Pupils made satisfactory progress in the one lesson seen where they found out about a range of buildings in which people live. This was an introductory lesson related to the new topic on homes. They found out about a range of buildings in which people live and drew pictures of them. They learned vocabulary such as *building, hotel, caravan and mansion* and understood the concept of *old and new*. They consolidate the vocabulary of books such as *a title, author, fiction and non-fiction*. Standards of behaviour are satisfactory, overall, in Key Stage 1, although a few Year 2 boys find it difficult to keep to class rules and are very slow to start recording their work. Others show great interest in the books provided, some of which they browse through during *everybody reading in class* (ERIC). Most completed good quality drawings of the types of homes they know from memory or from the books provided. There was limited recorded evidence of historical or geographical study in topic books provided for sampling.
123. Pupils in Key Stage 2 make good progress in humanities. This is an improvement since the last inspection when progress was found to be sound. Pupils make good gains in map skills and in the integrated study of their village in Victorian times. Evidence shows that pupils in Key Stage 2 make good progress in historical enquiry through the good range of books provided by the library service. There are few artefacts in school to support learning in the subject, but the school takes part in a number of historical visits during the school year. Visits to Beamish and Patey Bridge to take part in Victorian classroom activities have well supported learning in the

subject this year. Standards of behaviour and attitudes to work are good in Key Stage 2. Pupils show interest in their work and are well motivated. Work is carefully presented.

124. In Year 4, all pupils recognise that the Victorian age is a period in time in the past and the sample of books shows that pupils demonstrate a deepening understanding and knowledge of Victorians as they move through the school. Pupils in Year 4 study the people of the time and know about the differing lives of the rich and poor, for example. They use four-figure map references to find places on the Ordnance Survey map of their village in Victorian times and to gain information. Pupils in Year 6 begin to describe the changes that the railways made to their own village and the people who lived there. They take notes when watching videos about the period, make appropriate use of dates, select the information they need and organise it to write an extended piece about what they have learnt. They use six-figure map references and symbols and keys effectively to find out further information, for example. Information technology is used well to improve presentation.
125. The quality of teaching and learning is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers have good knowledge of the subject. Basic skills are taught well with good opportunities for reading, dictionary work, writing and numeracy during map work. However, in some lessons, opportunities are missed for writing what they have found out in their own words. Old maps are used well to give opportunities for enquiry and they also interest the pupils and motivate them to try hard with map skills. Teachers give good support in lessons, which enables all pupils to make gains, including those with special educational needs. Pupils are given good opportunities to collaborate in humanities and this results in some good discussions and increased vocabulary.

INFORMATION TECHNOLOGY

126. During the inspection, it was not possible to observe separate lessons in information technology; these occur towards the end of Key Stage 2, where pupils undertake projects with a volunteer teacher who works with pupils mostly on a weekly basis. Evidence is based on observations of pupils using computers in lessons, an examination of teachers' records and discussions with pupils and staff. From this evidence, it is clear that pupils' learn well because the subject, overall, is well taught, particularly at the end of Key Stage 2.
127. Pupils' attainment is in line with what is expected at the end of both key stages and reflects the school's changes to its provision and the training required to update staff in the use of the newer technology. At the last inspection, pupils' attainment was said to be good at both key stages. Pupils are confident users of computers. From discussions with them many do not have them at home and, have learned their skills in school. They are complimentary about the way computers are integrated into lessons in the classroom, although some say they do not use them as much as they did previously, in the middle of the school. The youngest pupils develop skills quickly and use a mouse to move objects such as chairs and tables around the screen, to accurately place them in order for the *Three Bears' Tea Party*. By the end of Key Stage 1, pupils have improved their control of the mouse and the keyboard. Some load and save their work, but many need help. They use simple word-processing and desktop publishing software to produce simple documents with coloured titles, interesting fonts and have developed an understanding of the way in which graphics and text can be altered.
128. By the end of Key Stage 2, the pupils are fully conversant with most aspects of desktop publishing. They are confident in deciding and loading the correct software for the particular aspect of their work; for instance, a drawing program to display their ideas of how lines of force are displayed around a bar magnet. They know how to get the best from it and experiment with ideas using their good knowledge of the features of the particular package. They are particularly strong on the communication aspects of the programmes of study and load clip art easily when adding pictures to their written work. However, evidence of previous work does show capability in the full range of information technology. They have learned earlier in the key stage about the use of databases, such as encyclopaedias. In Years 5 and 6 they use this knowledge in their project work; for instance, to research information for their village study they decide on the specific fields for the database and collect the information for entry.

129. The small amount of indirect teaching seen was good and particularly good at the end of Key Stage 2 where the teacher is highly supportive of pupils and, in addition, has engaged the voluntary services of an ex-headteacher who has particular expertise in the subject. Work is well-integrated into lessons and every opportunity is taken to promote the use of information technology in meaningful situations, such as a daily review of the outside temperature using an electronic thermometer with an external probe. Pupils are asked to account for reasons, set hypotheses and state the relevance of the use of this form of monitoring. This makes for very effective learning.
130. The provision for information technology has improved since the last inspection and plans for further improvement are good. The school's governor for information technology has worked hard to produce a thorough and perceptive audit of the equipment and the practice in the school together with the headteacher. A comprehensive development plan has been produced which identifies the need to develop resources further, increase use within classrooms, look carefully at the positioning of the equipment and plan for the National Grid for Learning Internet access. The school has recently updated its hardware with new multimedia PC computers after many years of using BBC computers to deliver the full National Curriculum programmes of study for the subject. With the additional use of BBC computers and some portable word-processors, hardware is adequate, but still lacking in newer machines. Training recently provided has enabled the staff to develop a confidence in using the neWindows operating system, but some still say they need more. There is a growing knowledge of educational software which can support the pupils' learning in subjects, but, at the moment, the number of titles is limited. Hardware is not well positioned; this makes it difficult for some pupils to use comfortably. The governors are aware of the need to improve the ergonomics of the situation so as to avoid any health and safety issues. The scheme of work and long term-plan relate to the use of the older computer technology. The school has suitable plans to update this and incorporate the Qualifications and Curriculum Authority's exemplar scheme of work.

MODERN FOREIGN LANGUAGES (FRENCH)

131. French is taught to all Key Stage 2 pupils. This occurs for a short time each week and the main aim is to develop pupils' oral skills in the subject and to prepare them well for secondary school. Their standards of achievement are well above the majority of pupils of a similar age and they display a good confidence in using the language. This is a similar picture to that seen in the previous inspection and the school has maintained similar standards.
132. Only one lesson could be seen during the inspection and additional evidence is taken from pupils' records and discussions with pupils. Their understanding of French life in general, French schools, the country and its geography, and traditional French songs such as *Sur le pont d'Avignon* is considerably enhanced by their study of the subject and it makes a good contribution to their cultural development. Their vocabulary grows throughout the key stage and by the end of it they are confident in using the language within the confines of the lesson, but less so when outside the lesson. For instance, in discussion with the oldest pupils some found it difficult to cover a wide range of French topics and their vocabulary appeared limited. However, once an area, such as colour and numbers, had been rehearsed a few times they remembered well simple phrases such as *je m'appelle.....*. During the one lesson observed, younger pupils in Years 3 and 4 made very good progress in identifying their age using the form of words *je suis ans*.
133. The quality of teaching in the one lesson seen was very good. The teacher's lively approach and very good knowledge of the language and of the pupils' means they learned well, in small steps, building well on what they had learned before. Pupils were enthusiastic and motivated to learn. All the time was used well and the teacher assessed pupils' knowledge thoroughly; the praise they receive gave them a sense of achievement. There was good use of the target language with a suitable balance of English usage to help pupils understand. The teacher is particularly skilled at providing pupils with ways of remembering French words, particularly if they are similar to English such as *quelle age a t'il*, and in encouraging them to speak French in games such as *Jacques dit...*

134. The experienced co-ordinator plans from a draft scheme which is entirely appropriate but needs to be formalised with medium-term planning closely related to it. This would help pupils' make even better progress. Resources are adequate but there is no software for the subject.

MUSIC

135. Overall, the provision for music has improved since the last inspection. Music is now a strength of the school. Pupils' achievement in music is well above those of pupils of similar ages and pupils' progress is very good. The strong musical tradition in the school and the high degree of expertise by the specialist teacher, appointed since the last inspection, means that pupils excel at the subject. In addition, peripatetic teachers provide a good range of skilled instrumental tuition. Every opportunity is given to pupils to demonstrate their emerging skills such as at assembly and their achievements are well celebrated. They leave the school confident in all aspects of music and many are competent instrumentalists.
136. At Key Stage 1, pupils' knowledge of instruments is growing and they recognise a wide range of percussion instruments, such as a xylophone, by the end of the key stage. They know a wide range of songs which they sing, keeping together from start to finish. They sing in parts and are able to keep good timing in a round. They understand how pitch can be used. During instrumental work they know when to keep their instrument quiet when it is not their turn to join in and when to play. Their timing develops well and by the end of the key stage they can accompany songs keeping a good rhythm and beating the separate notes of various chords on a xylophone.
137. During Key Stage 2, they build on their skills very well and sing clearly and confidently. Their understanding of timbre grows and they recognise the musical voices from a very wide variety of instruments. They compose simple musical phrases. They listen to a very wide range of music and are developing a good knowledge. By the end of the key stage they recognise the style of such composers/instrumentalists as Clannad and Andrew Lloyd Webber. They are confident musicians with a wide range of skills, knowledge and understanding. Their knowledge of folk songs increases through the teacher's good repertoire and skill in singing and demonstration, through playing the music, herself, on a wide range of instruments such as guitar, accordion and penny whistle; their understanding of the context in which these songs were written, such as Gypsy Rover, is also well developed. The pupils keep written records of the music they have heard and the feeling it conveys. This supports their spiritual and cultural development well. Formal notation is developing reasonably well and is better for the pupils who are instrumentalists; pupils have a good understanding of the relative timings of notes and know that a crotchet is a half of a minim and that a quaver is a half of a crotchet. Some pupils who are taught by peripatetic instrumental teachers gain good levels of external accreditation.
138. Music is very well taught and the specialist teacher's infectious enthusiasm for the subject 'rubs off' on the pupils. Her high level of expertise and very good use of musical terminology mean that pupils gain a good understanding of the ideas behind aspects of music such as composition and its structure. She is a well accomplished musician who uses her superb demonstration skills to fire the minds and hearts of pupils so they grow in their love of a wide range of music and in their capabilities in the subject. The wide range of instruments brought into lessons and played well, results in pupils' wanting to reach a similar level of skill, demonstrated when pupils tried really hard to imitate the teacher's technique for beating the bodhran (Irish drum). They excelled at flicking the wrist to produce the correct sound. Lesson pace is very fast and pupils' listen, enjoy and enthuse over what they hear. They show wonder and amazement over some of the sounds produced. Every minute is enjoyed and absorbed. The high levels of motivation produced means that they learn very effectively. The teacher's good use of pupils to demonstrate what they have learned recognises the hard work they have put into their efforts and spurs all on to try harder.
139. The subject is very well led and the co-ordinator knows exactly how, where, and what needs to be developed, which is clearly articulated in the planning. There are good assessment records and clear objectives set in the medium-term plans. The very broad curriculum makes a very good contribution to pupils' personal development and especially spiritual and cultural development. The school's resources are good, overall, but there is little in the way of software, a feature the co-ordinator is aware of.

PHYSICAL EDUCATION

140. Only parts of lessons in each key stage were able to be seen during the inspection. Judgements are based on these observations, a short demonstration by Year 3 and 4 pupils, photographic evidence and an observation of the after school sports club. Standards, in relation to pupils' achievements at similar ages, in movement and gymnastics are sound at both key stages. Swimming standards are very good in Key Stage 1 and standards are very good in games in Key Stage 2. The school places good emphasis on water safety and almost all pupils learn to swim the required distance by the end of Key Stage 2. Pupils excel at sports and the after-school club provides additional opportunities for coaching in a range of games throughout the year.
141. Standards of behaviour and attitudes to physical education are good, overall. Pupils are enthusiastic about swimming and taking part in team games. They enjoy physical education and all pupils put in much effort to improve. They have a good sense of sportsmanship and fair play. Pupils have empathy for others and critical evaluation of others' performance is given kindly and taken well.
142. Pupils in both key stages understand the importance of warming up and cooling down and talk confidently about muscles and the heart in Key Stage 2. Pupils in Key Stage 1 use space to travel in a variety of ways and, with increasing control, stop and change direction and pace with a growing awareness of stillness, speed and balance. They evaluate their own performances in response to pupil demonstrations and practise and improve in lessons. Pupils in Key Stage 2 demonstrate good awareness of games skills and tactics in cricket, football and netball as shown by their successes in interschool games. They perform a range of rolls in gymnastics and are fully aware of how to improve their performance through extension and correct positioning. Sequences of movement show smooth, controlled linking movements and good finish. They talk enthusiastically about the quality of each other's movements and how they could improve.
143. The quality of teaching and learning is satisfactory in the parts of lessons seen, but the quality of movement and knowledge of games skills and tactics shows that quality teaching, overall, has been maintained since the last inspection. The quality of performance continues to be positively emphasised and pupils in most lessons are involved in planning and evaluating their own performances. Teachers give good opportunities for warm ups. These develop muscular strength and endurance well and all pupils are fully engaged and physically active. The best teachers work alongside pupils and give good role models; this gives important messages about the importance of keeping fit. Emphasis is also given to cool down and periods of relaxation to focus on the quality of their work. A good feature of all lessons was the use of pupil demonstrations. All teachers make coaching points alongside pupil demonstrations in lessons and this helps pupils to evaluate their own work and improve. There was good use of gymnastic language encouraged in Years 3 and 4 and this enabled pupils to talk about the different features of their work. Occasionally, groups are not organised well in the very small hall and this leads to lack of safe space for performance. Pupils who do not bring their physical education kit are not always fully used to make judgements about the performance of their peers.

RELIGIOUS EDUCATION

144. Standards, measured against the requirements of the local Agreed Syllabus, in religious education are satisfactory, overall. Standards in knowledge and understanding of Christianity and Judaism have been maintained since the last inspection. Pupils reach high standards in the knowledge and understanding of Christianity, which is taught in depth, but achieve well below those expected in knowledge and understanding of world religions. This is a result of uneven coverage of the Agreed Syllabus for religious education and means that pupils' make satisfactory progress over time. Religious education provides a very good contribution to pupils' spiritual, moral and social development and to the development of knowledge of their own traditions and culture.
145. Progress in religious education is very good in lessons seen at Key Stage 1 and good at Key Stage 2. Pupils in Key Stage 1 learn in depth about the Christmas story and its importance to

those of the Christian faith. They show a growing understanding of the meaning of family and relate it to their own family and the wider family of the school, listening attentively to others and giving a personal view. Standards of behaviour and attitudes to religious education in Key Stage 1 are very good. Pupils actively listen to others' points of view during whole class brainstorming and pupils demonstrate appropriate and respectful behaviour in relation to special resources used in the lessons, for example.

146. In Key Stage 2, pupils in Year 3 describe the features of the Christian church building and know that Christians go there to pray and to think about God and other people. They make simple connections between their own experience and that of others. Pupils in Year 4 talk about the church as a religious place where Christians celebrate weddings, christenings and funerals. They know it is a place of worship and a holy building. They try to answer puzzling questions and relate religious ideas to the world around them. For example, pupils ask questions about the differences between what Protestants and Catholics believe and why people fight about their beliefs. Pupils at the end of Key Stage 2 have an in-depth knowledge of Bible stories, Christian festivals, places of worship and celebrations and their meanings and are beginning to compare events in the Jewish and Christian calendar. However, they have limited knowledge and understanding of world faiths other than Judaism; higher attaining pupils at the end of Key Stage 2 are unsure of the names of the major world faiths, for example. Pupils do not systematically build on the knowledge of all the required world religions as they move through the school. Standards of behaviour and attitudes to religious education in Key Stage 2 are good. Pupils listen attentively in lessons and work co-operatively together in whole class and group discussions, and brainstorming activities, for example.
147. Only a very small number of lessons could be seen, but from these, teachers' planning and pupils' work, the quality of teaching is good, overall. At Key Stage 1 it is very good and it is good at Key Stage 2. Teachers know their pupils well in terms of personal development and carefully planned and organised lessons ensure that all pupils are able to give a personal contribution. The teachers value these responses. This sets a good example and results in pupils responding well to other pupils' points of view. This gives lessons a high spiritual, moral and social content. The best teachers give clear introductions about new work and use the first of a series of lessons to establish what pupils know about the unit they are to learn about. This ensures that pupils build on previous learning about Christianity. The best teachers encourage the use of basic skills well in these lessons. Pupils are encouraged to take notes or to discuss what they know in small groups, or teachers of younger pupils model the brainstorming writing format on a white board, for example. There are fewer opportunities for the pupils to develop literacy skills at the end of the key stage, opportunities to research and write at length in their own words about world religions they have not previously studied, for example. Pupils with special educational needs are well supported by the teacher and their friends during these activities and as a result make similar progress to their peers. The use of pupils from other denominations, visiting clergy and visits to their own church and Jewish synagogues all make a good contribution to pupils' learning. Behaviour is managed well throughout all religious education lessons. There is a moral sense of correct and incorrect behaviour established firmly by all teachers, and this alongside interesting content to lessons, ensures that standards of behaviour and attitudes to work are good and sometimes very good.