

# INSPECTION REPORT

## **ROMANBY PRIMARY SCHOOL**

Northallerton

LEA area: North Yorkshire

Unique reference number: 121312

Headteacher: Mr Jeff Featonby

Reporting inspector: Mr A J Dobell  
10373

Dates of inspection: 3<sup>rd</sup> - 7<sup>th</sup> July 2000

Inspection number: 191903

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:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	The Close Romanby Northallerton N Yorkshire
Postcode:	DL7 8BL
Telephone number:	(01609) 773525
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Andrew Clarke
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr A J Dobell	Registered Inspector	Music Physical education	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mrs E A R Burgess	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
Mr R Barton	Team inspector	Special educational needs Mathematics Geography History	How good are the curricular and other opportunities offered to pupils?
Mr N Bertram	Team inspector	Areas of learning for children under five Science Information and communications technology Religious education	
Mr W A Lowe	Team inspector	English Art Design and technology	How well does the school care for its pupils?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>8 - 10</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>10</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>11 - 13</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>13 - 14</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>15</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>15 - 17</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>18</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>19 - 22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>23 - 37</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the village of Romanby on the southern outskirts of Northallerton and is in the North Yorkshire local education authority. Most pupils come from the immediate locality and the school serves pupils between the ages of four and eleven. The school occupies an attractive site and the reasonably modern buildings provide adequate accommodation for the school's current numbers.

The school has 290 pupils on roll which makes it of above average size for schools of this type. There are slightly more girls than boys, and only a tiny percentage come from ethnic minority groups: none speaks English as an additional language. The proportion of the school's pupils eligible for free school meals (1.7 per cent) is well below the national average. About one fifth of the school's pupils are on the register of special educational needs and about one per cent have statements of special educational needs: these proportions are about average. The available social indicators suggest that the social backgrounds of pupils are above average, overall. Similarly, their level of attainment on entry to the school is above the national average.

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

The school's results in the National Curriculum tests in 2000 at the end of Key Stage 2 are a marked improvement on previous years and the school has maintained its very good record at the end of Key Stage 1. The quality of teaching is good overall, and the large majority of pupils are enthusiastic about the school and about their work. The headteacher and other key staff provide very good leadership and management and the governing body fulfils its role very effectively. This is a good school. Given that the school's income per pupil is below the national average, the good progress that has been made since the last inspection and the standards of attainment achieved at the end of Key Stage 1 and Key Stage 2, the school gives good value for money.

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

- The quality of teaching is good, overall, and staff are strongly committed to achieving success for their pupils.
- At Key Stage 1, the school's pupils have consistently attained results in the National Curriculum tests which have been well above average. Results at Key Stage 2 have been more variable, but improved markedly in 2000.
- Most pupils have very good attitudes to the school and relationships throughout the school are mostly very good.
- Pupils are well cared for by the school.
- Provision for pupils with special educational needs and for children under the age of five is good.
- There is a good range of learning opportunities both in and out of class.
- The basic skills of literacy and numeracy are very well taught.
- There is very good provision for pupils' social development.
- The leadership of the headteacher, very ably supported by other key staff, is very good and the governing body fulfils its responsibilities very effectively.

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

- Standards of attainment in information and communications technology are unsatisfactory.
- Apart from English and mathematics, curriculum co-ordinators have insufficient opportunities to monitor and evaluate the quality of teaching and learning in their subjects.
- Pupils' skills as independent learners are insufficiently developed.
- Children under the age of five do not have ready access to large play equipment.
- The school has no written risk assessments.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. From 1996 to 1999, the rate of improvement in the school's standards of attainment, as measured in the National Curriculum tests at the end of Key Stage 2, was in line with the national trend. There has been a further marked improvement in the National Curriculum test results for 2000. The quality of teaching has improved since the last inspection and unsatisfactory teaching has been eliminated.

Attainment in design and technology is now satisfactory at the end of Key Stage 2, but attainment in information and communications technology remains unsatisfactory at the end of Key Stage 1 and Key Stage 2. Schemes of work vary in quality and, in the foundation subjects, do not consistently identify the skills to be attained year by year and how these skills are to be progressively achieved. Strategic planning is now good and has sharpened the school's procedures for identifying priorities and monitoring progress towards them. Strategies for assessing and recording pupils' levels of attainment have much improved and plans are in place to improve them further; assessment procedures are now good. The leadership and management of the headteacher and other key staff are now much more sharply focused and meet the school's needs very well. However, co-ordinators in the foundation subjects have insufficient opportunities to monitor and evaluate the quality of teaching and learning in their subjects and, so, have not succeeded in raising attainment so that pupils build up knowledge, skills and understanding systematically.

## STANDARDS

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

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

The results for the National Curriculum tests at the end of Key Stage 2 for 2000 became available as the inspection was being held and showed a marked improvement on those for 1999. Attainment in science was particularly strong. Comparative data is not yet available for 2000 to see how these results relate to national averages and to those of schools which draw their pupils from similar backgrounds. Attainment at the end of Key Stage 1 has been consistently well above the national average. At the end of Key Stage 2 in 2000, the school exceeded its targets for English, mathematics and science.

Attainment in the foundation subjects of art, design and technology, geography, history, music and physical education match what would be found at the end of Key Stage 1 and Key Stage 2 in most schools of this type. Attainment in religious education is in line with that expected for pupils following the North Yorkshire agreed syllabus. However, attainment in information and communications technology is below that nationally expected at the end of each key stage. Children under the age of five and pupils with special educational needs make good progress in their learning, as do gifted and talented pupils.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school, overall. They are keen to come to school and to play a full part in lessons.
Behaviour, in and out of classrooms	Most pupils behave very well both in and out of class and are very helpful and co-operative. However, a very small number of pupils are persistently poorly behaved and this adversely affects the enjoyment of lessons for the rest of the class.
Personal development and relationships	Relationships between pupils and between pupils and adults are mostly very good. Adults promote pupils' personal development very effectively.
Attendance	Attendance (96.8 per cent) is better than the national average.

The behaviour of a very small minority of pupils is having an adverse effect on teaching and learning in a few classes, because teachers are having to spend a disproportionate amount of time reacting to their behaviour. This means that well-behaved pupils are receiving less of the teacher's attention than they should.

## TEACHING AND LEARNING

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

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

The quality of teaching in the school is good, overall, and has improved since the last inspection. Teachers have high expectations for their pupils' attainment. Their very effective teaching of the skills of literacy and numeracy and their very good subject knowledge in most areas of the curriculum help to achieve these high standards of attainment in the core subjects of English, mathematics and science. Most teachers provide good levels of challenge for pupils of different levels of attainment and many teachers have skilled questioning techniques which test and reinforce understanding. The teaching of information and communications technology is unsatisfactory and, in some lessons, pupils do not receive the full benefit of the planned learning because the pace of the lesson slows when teachers are spending time dealing with the small number of unruly pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum, with the exception of information and communications technology, is broad, balanced and relevant. There is a good range of learning opportunities outside class.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good and their needs are well met. They make good progress in their learning as a result of effective support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for personal, social and health education is good, overall. Provision for pupils' social development is very good, for moral and cultural development, it is good, and for spiritual development, it is satisfactory.
How well the school cares for its pupils	Pupils are well cared for in personal terms and procedures for assessing their attainment and progress are good.

The school meets statutory requirements in delivering the National Curriculum and religious education, with the exception of information and communications technology. Pupils much appreciate the concern that teachers show for them as individuals.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and other key staff provide very good leadership and have made good improvements since the last inspection. Curriculum co-ordinators in subjects other than English and mathematics do not monitor the quality of teaching and learning in their subjects effectively.
How well the governors fulfil their responsibilities	The governing body is very effective in carrying out its responsibilities.
The school's evaluation of its performance	The school has improved its systems for evaluating its performance and these are now very effective.
The strategic use of resources	The school uses its resources, both human and physical, very well. It is very successful in ensuring that it gets good value from its expenditure.

Leadership and management are now much more clearly focused than was the case at the last inspection. The school is in a strong position to continue to move forward if all members of the school give the headteacher and other key staff their full support.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children make good progress.</li> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• Parents feel comfortable when approaching the school with concerns.</li> <li>• Children are expected to work hard and do their best.</li> <li>• Children become mature and responsible.</li> <li>• Children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework.</li> <li>• Information about progress.</li> <li>• The school's links with parents.</li> <li>• Leadership and management.</li> <li>• The range of activities outside lessons.</li> </ul>

The school distributed 290 questionnaires and 114 were returned (39 per cent). Therefore, these views represent less than two fifths of all parents and carers. Twenty four parents attended the parents' meeting.

The inspection supports the positive views held by parents. Parents were divided in their views about homework: some think that there is too much and some too little. The school gives a typical amount of homework for schools of this type and it is effectively used to support learning. Parents are informed about their children's progress in similar ways to most schools and the school has typical links with parents. The inspection judges leadership and management to be very good. There is a good range of activities outside lessons, although, as is the case in most schools, most of these are for older pupils.

## **PART B: COMMENTARY**

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

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

1. In the National Curriculum tests in reading at the end of Key Stage 1 in 2000, 97 per cent of the school's pupils attained at least the national expectation of level 2, with 38 per cent attaining the higher level 3. In writing, 96 per cent of the school's pupils attained level 2 at least, with 24 per cent attaining the higher level 3. In mathematics, 96 per cent attained level 2 at least, and 34 per cent attained level 3. These results maintain the high standards in all three subjects which have been achieved in each year since the last inspection. In 1997, 1998 and 1999, the results in each subject were well above the national average and well above the averages achieved in schools which draw their pupils from similar backgrounds. In 1999, by the end of Key Stage 1 in each subject, both boys and girls were over two terms ahead of the average pupil aged seven.
2. At Key Stage 2 in the National Curriculum tests in 2000 in English, 86 per cent of the school's pupils attained at least the national expectation of level 4 and 38 per cent attained the higher level 5. In mathematics, 94 per cent attained at least level 4, with 32 per cent attaining level 5. In science, 92 per cent of the pupils attained level 4 at least, with 50 per cent attaining level 5. This was an improvement on the results for 1999 in all three subjects. Results since the last inspection have been variable. Overall, they have been above the national average, but in 1999, they were below the average for similar schools. In 1999, girls outperformed boys and this pattern has been repeated in 2000.
3. In the years 1997 to 1999, the rate of improvement in the school's attainment, as measured by results in the National Curriculum tests at the end of Key Stage 2, has been broadly in line with the national trend. There has been a further good improvement in 2000 at Key Stage 2, but national figures for comparison are not yet available. The inspection judges attainment in English and science to be above that normally found in schools of this type, while attainment in mathematics is well above that normally found at the end of both Key Stage 1 and Key Stage 2.
4. Attainment in the foundation subjects of art, design and technology, geography, history, music and physical education is in line with that normally found at the end of both key stages. In religious education, attainment matches that expected for pupils following the North Yorkshire agreed syllabus at the end of both key stages. In information and communications technology, attainment is below that normally found at the end of each key stage. Pupils get relatively few opportunities to use information and communications technology and lack of practice means that their skills do not develop satisfactorily. They do not regard information and communications technology as a tool to support learning in subjects across the curriculum in exactly the same way as they regard reading or writing. The rate of improvement in attainment in information and communications technology since the last inspection has been unsatisfactory.
5. Pupils with special educational needs achieve well for their abilities and make good progress towards the targets set for them in their individual education plans. In class, these pupils often receive sensitive support to enable them to take a full and active part in lessons. Some pupils also benefit from support outside the classroom, which is well directed to their individual needs. Individual education plans contain targets, which are realistic and well matched to pupils' ability. However, some plans contain targets that are not specific enough to provide measurable evaluations of pupils' progress. Gifted and talented pupils are identified by the school and placed on the schools special needs register; good provision is made for their needs. These pupils also make good progress in their learning.
6. The school has successfully introduced the National Strategies for Literacy and Numeracy in the last two years. These strategies are being used to good effect to improve attainment in English and mathematics. Good opportunities are taken to practise English skills in subjects such as history and religious education thus raising attainment. Similarly, the use of the mental

mathematics sessions at the beginning of numeracy lessons is sharpening pupils' thinking in mathematics. Mathematics skills are further practised in subjects such as science and design and technology. Information and communications technology is not used sufficiently to support learning in English and mathematics.

7. Children under the age of five attain well. Most children attain the expected standard in the six areas of learning by the time they reach the age of five. They are well prepared to begin their work on the National Curriculum.
8. The school set challenging but realistic targets in English, mathematics and science for 2000. In each subject, these targets were successfully met. With the exception of information and communications technology, the school has made good progress in promoting attainment since the last inspection.

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

9. Pupils' attitudes to work in both key stages and in the Reception year are very good. Pupils are enthusiastic about coming to school. They are fully involved and interested in their lessons and in the opportunities which are provided outside lessons. They particularly enjoy the visits that they make outside school. At Key Stage 1, they work with confidence on a wide variety of tasks, and are capable of very good levels of concentration, as seen in a mixed Year 1 and 2 music lesson at the end of the day when they were all tired. They usually listen well and concentrate for reasonable periods of time, although, sometimes, classes are rather noisy.
10. Attitudes to work of almost all Key Stage 2 pupils are also very good. Listening skills are well developed and pupils make thoughtful contributions to class discussions, particularly in literacy lessons. A minority of pupils, usually boys, seek attention by calling out. The inspection team visited several lessons where there was an undercurrent of noise and chatter which limited the effective pace of the lesson.
11. A considerable number of pupils participate in after school sports, especially football, and in music lessons in the choir or orchestra. At Christmas, all the infants are keen to appear in the Nativity production and to raise funds for a local children's hospice in doing so. Pupils talk enthusiastically about the visits they have undertaken which increased their interest in their learning, for example, of a Key Stage 1 visit to a chapel and a priory. Older pupils appreciate the opportunity to participate in residential visits.
12. Pupils with special educational needs are interested in their work and show good levels of concentration both in class and on those occasions when they are withdrawn to work outside the classroom. They work well with other pupils and take part in all aspects of school life.
13. Behaviour around the school is good. Most pupils are polite to adults and visitors. Movement around the school site is orderly. Overall, behaviour in class is good. The majority of pupils behave very well. However, a small minority of pupils do not conform to the school's expectations for behaviour and learning opportunities for the whole class suffer as a result. There is an absence of oppressive behaviour or bullying in the school. A pupil has been excluded in the last year for a fixed period for unacceptable behaviour, but this is exceptional. When such instances arise, parents are involved in re-integrating the pupil into school life.
14. Relationships are very good, both between teachers and pupils and between pupils. In lessons, pupils co-operate well together, helping each other when working in pairs or groups. They listen carefully to the contributions made by other pupils to class discussions or to assemblies. Year 6 pupils enjoy the responsibility of helping infants when they arrive in the morning. At lunchtimes, pupils interact well with their peers and with pupils in different year groups. Personal development is very good. Pupils are capable of showing initiative, for example, in responding to questions in a literacy lesson at Key Stage 2, but learning is generally closely controlled and pupils are given too few opportunities to develop skills as independent learners. Pupils take responsibility from an early age, as demonstrated by their willingness to take messages and to return registers to the office after registration. Pupils of all ages appreciate the opportunities offered by day and residential visits. They understand the value of

participating in activities which raise money for others less fortunate than themselves, such as participating in the Key Stage 1 Christmas production, or improving their community by helping as part of National Keep Clean Week.

15. Attendance in all year groups is very good and well above the national average. Unauthorised absence, for which there is no satisfactory explanation, is below the national average. Pupils arrive punctually and the school day starts promptly. Very good levels of attendance have been maintained since the last inspection.

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

16. The quality of teaching has improved since the last inspection and is now good, overall. Unsatisfactory teaching has been eliminated. During the inspection, in just over one in five of the lessons observed, the quality of teaching was found to be very good; in just over half of the lessons, it was judged to be good; and in the rest, it was satisfactory.
17. With the important exception of information and communications technology, teachers have good subject knowledge and understanding in most areas. The fact that lesson planning is done in year groups – i.e. Years 1 and 2 together, 3 and 4 together, and 5 and 6 together, means that this good subject knowledge can be utilised in lesson planning to the benefit of all pupils. The best lessons are characterised by high expectations for pupils' attainment, resulting in good levels of planning for all ability groups, including pupils with special educational needs and those who have particular gifts or talents. The school makes sensible and effective use of homework to support learning.
18. Very good relationships are a feature of most lessons. In these lessons, teacher and pupils are working together in a shared enjoyment of what is being learned. Examples of this are the pupils' fascination in the lessons based on butterflies in Key Stage 1 and science lessons in Year 3 and 4, involving the skeleton. Many teachers have good questioning techniques, which require pupils to think through their ideas carefully. These questions not only develop speaking and listening skills, but ensure that pupils are thinking and developing their ideas with care and precision. Where care is taken to involve all pupils in this process, there is a good level of challenge for all ability groups. For example, in a very good English lesson for Years 5 and 6, a poem was being analysed. Rigorous questioning meant that the depth of meaning in the poem was thoroughly explored. There was a very high level of expectation for both concentration and intellectual effort. Because these expectations were met, class management appeared almost effortless, as teacher and pupils were united in their interest in the lesson.
19. Where lessons are less effective, it is usually because the behaviour of a very small number of pupils takes a disproportionate amount of the teacher's time. Because so much time is spent managing the behaviour of this small number, the pace of the lesson slows, so that other pupils lose interest and concentration. As a result, pupils do not get the full benefit in their learning in what is usually a carefully planned lesson. This means that they make less progress in their learning than might have been the case. Progress is further reduced when teachers ask disruptive pupils to answer questions as a means of retaining their interest. While this may be an effective means of class control in the short term, over time, it means that other pupils have had fewer opportunities to answer questions than they should have had.
20. The quality of teaching of those pupils with special educational needs is good. These pupils are given careful support and their teachers endeavour to plan lessons to match the abilities of all pupils. They write individual education plans and targets termly and these are regularly reviewed. Support staff provide valuable assistance, when they are available, and there is a good standard of liaison between teachers and support assistants, to ensure that both know what is to be done and what progress has been made.

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

### **The curriculum**

21. The quality of the curriculum is good, overall, and meets the statutory requirement to teach religious education and provide a daily collective act of worship. The school, however, does not meet the statutory requirement to teach all subjects of the National Curriculum, because it does not fully teach all the programmes of study set out for the core subject of information and communications technology. Pupils in both key stages have insufficient opportunities to develop the necessary skills and applications in communicating and handling information, for example, by word processing and representing and analysing information in graphs and charts. Information and communications technology is insufficiently used to support learning in other subjects so that pupils could develop and practise these skills. The school has plans in place to improve teachers' competence in information and communications. The school will then be in a better position to improve pupils' learning in this increasingly important area.
22. Apart from information and communications technology, the school provides a broad and balanced curriculum, which meets the interests and requirements of all its pupils including those with special educational needs. The curriculum provided for children under the age of five is broad, balanced and stimulating. However, the lack of ready access to large play equipment means that national expectations for physical development cannot be fully met. The school provides opportunities for sex education and for education in drug misuse throughout the school in science and health education lessons and, as pupils get older, through work which is led by the school nurse. An important feature of this work is the school's efforts to keep parents informed by inviting them to an after-school talk from the school nurse. Teachers have been successful in creating imaginative and stimulating learning opportunities in many areas of the curriculum. These stimulate a good level of interest and motivation in pupils and add to the academic success that is achieved. However, insufficient opportunities are provided for pupils to manage and organise their own work so that they develop skills as independent learners.
23. The previous inspection report stated that more effective schemes of work were needed to ensure full coverage of all subjects. Although not fully in place for the foundation subjects and information and communications technology, new schemes of work based on the nationally produced guidelines from the Curriculum and Qualifications Authority will soon be in place to coincide with the new National Curriculum (2000) programmes of study. Other levels of curriculum planning undertaken by teachers are effective. Teachers' medium and long term planning ensures that work is well matched to the different abilities of pupils, including those with special educational needs. Pupils with special educational needs are well supported in class so that they have access to all areas of the curriculum. When withdrawn from class for short periods, they are well supported by learning support assistants on appropriate work towards the targets in their individual learning plans.
24. The school has successfully introduced both the National Literacy and Numeracy Strategies and the basic skills of literacy and numeracy are very well taught. Skills in literacy and numeracy are incorporated into all areas of the curriculum, so that they are used and extended regularly. For example, pupils use their number skills in scientific investigations and use their literacy skills when writing personally about what life may have been like in the past, or when writing letters to companies enquiring about their role in recycling.
25. The previous inspection report also stated that subject co-ordinators had little opportunity to monitor and evaluate their subjects. The school has appropriately given priority, when considering monitoring arrangements, to the newly introduced literacy and numeracy strategies. In these subjects, the co-ordinators have not only been able to monitor pupils' work, but also the teaching of their subjects. The monitoring of other subject areas is much less well developed and, in these areas, too little time has been given for monitoring the effectiveness of the curriculum through looking at teachers' planning, and comparing it with the actual standards of work produced by pupils. The senior management of the school is aware of these shortcomings in its present procedures.
26. The curriculum of the school is enhanced through visits out of school. The school not only uses the local area as a resource for learning, but also uses areas further afield. Learning in history, geography and religious education is enlivened by visits to places such as Whitby, Saltburn, Eden Camp, a Roman fort and a mosque. The school organises two residential visits for older pupils each year and these make a valuable contribution to the geographical and outdoor and

adventurous activity areas of learning for the pupils. They also extend and deepen personal and social skills. Visitors to the school such as the school nurse, musicians, and church leaders also enhance the curriculum of the school, providing not only knowledge of subjects, but also examples of how the curriculum is linked to many aspects of everyday life.

27. Good opportunities are provided for after-school activities. Sporting activities include netball, short tennis and football. Musical activities such as choir, recorders, orchestra and other activities such as calligraphy, are valued by many pupils. School productions, such as the recent very successful production of 'Oliver', offer valuable experiences to large numbers of pupils. The school takes part in out of school competitive sports activities in football, netball and swimming. Pupils throughout the school have the opportunity to benefit from these activities, although, as is the case in most schools, the majority are for older pupils.

### **Pupils' spiritual, moral, social and cultural development**

28. Overall, the provision for the spiritual, moral, social and cultural development of pupils is good.
29. The provision for spiritual development in the school is satisfactory. Assemblies are held every day, with one day having separate assemblies for the two key stages. All assemblies have planned themes and are taken by various members of staff who use the contributions of pupils effectively, for example, in reading poems and operating the audio system. Most begin with suitable music, which is identified by name and composer. Assemblies are not regularly underpinned by moments of quiet in which pupils might reflect, thereby giving an opportunity for spirituality. The continuous murmuring of a minority of pupils requires frequent reminders from the teacher leading the assembly and this does not help pupils to see assemblies as reflective occasions. In a minority of assemblies all of the teachers remain in the hall, which suggests to the pupils that they value the occasions and gives an opportunity for later discussion on the themes. There is often a need for the teacher leading the assemblies to ask the pupils repeatedly to concentrate fully. None of the assemblies observed was lively or uplifting. The singing was in tune, though not enthusiastic. The school celebrates the Christian festivals such as Christmas and harvest and this involves some activities within the community.
30. Opportunities are not routinely taken during lessons to celebrate with pupils the wonders of the world. However, some opportunities are taken, for example, Key Stage 1 pupils were intrigued by the butterflies in one of the classrooms and writing in history includes some reflection on life in other times, such as childhood in Victorian England and life in Sparta.
31. The good provision for the moral development of pupils' education is based on a solid awareness of what is right and wrong. Pupils write out the school rules in their own words, so that they understand them more clearly. The majority practise them, recognising that what the school asks is fair and reasonable. Behaviour for most pupils in the classroom and playground shows respect for others and an awareness of the importance of not invading their space. Pupils help each other in games and, in class, listen and respond politely. The absence of aggressive behaviour is evidence of the regard that pupils have for each other. All adults in the school provide good examples for pupils in how to behave with fairness and respect for others.
32. The provision for social development is very good. Most pupils in the school respect and value each other. The conversations between pupils and adults are responsible and show mutual respect. The school provides very good opportunities for the development of social skills by its use of a wide range of visits, some of which are residential. These visits include a wide range; for example, science visits to Washington Wildfowl Park, history and geography study visits to Whitby and Mount Grace Priory and studying at the mosque in Middlesbrough. They enable pupils to understand how to cope with different situations. In school, older pupils help younger ones in day-to-day routines. Opportunities to read their own poems in assemblies and to operate the audio system help pupils' confidence to develop. Music and drama performances give pupils very good opportunities to express themselves in public and so develop their social competence further.
33. The provision for cultural development is good. The school has visits from a range of artists, including some from Rural Arts, and their visits extend pupils' awareness of the possibilities of

art. The school's high-standard productions, such as the recent presentation of 'Oliver' by Lionel Bart, give pupils throughout the school opportunities to experience the excitement of stage performance. The school choir and the learning of woodwind, stringed and brass instruments give a chance for those with musical talent to flourish. There are small recorder groups taught in school. The school makes good efforts to help pupils to appreciate the range of cultures in the United Kingdom though few are represented in the immediate vicinity. Some visitors, such as an African dancer, a Native American and an African drummer, give an insight into the diversity of other cultures. The journey to the mosque, where the Imam talked about Islamic religious practices, provided a different valuable perspective.

### **Links with the community**

34. The community's contribution to pupils' learning is very good. Pupils are encouraged to communicate with local businesses and councils as part of their studies. For example, pupils studying the environment wrote letters to a wide range of people for information about waste recycling and Years 3 and 4 considered the issues involved in creating a wildlife area as part of literacy lessons. Since the last inspection, the school has extended its already effective links with the community.

### **Relationships with partner institutions**

35. Good relationships have been developed with partner institutions. Pastoral and curriculum links with the secondary school to which nearly all pupils transfer are well established and are effective in providing continuity of education. Year 6 pupils look forward to joining the secondary school. Children in the Reception class settle quickly into school routines, helped by good liaison between the teachers and the pre-school groups from which they transfer.

### **Equality of opportunity**

36. Equality of opportunity is central to all that the school does. Since the last inspection a policy for equal opportunities has been established. All pupils, regardless of gender or race, may participate in all school activities. However, pupils who have instrumental lessons with peripatetic music teachers miss the same lesson each week.

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

37. The school makes satisfactory provision for the care and welfare of its pupils. All pupils are well known by their teachers and by other staff in the school and this helps to create a safe and secure learning environment. Arrangements for lunch are satisfactory. Appropriate procedures are in place to deal with child protection issues, although there is no formal inclusion of these procedures in the staff induction programme. There is a health and safety policy in place and the school reacts quickly to deal with any safety issues identified. However, there are no formalised procedures to identify the risk attached to certain activities and no written risk assessments are in place in school documentation. All appropriate equipment and maintenance checks are carried out regularly. Arrangements to deal with minor first-aid incidents are satisfactory and any incidents are recorded and parents informed in writing. However, there are only a small number of recently trained first-aiders in the school.
38. Procedures to monitor and improve attendance are very good. Registration periods are effectively conducted and registers are usually completed conscientiously by all staff. Reasons for absence or lateness are always sought. The services of the Local Education Authority's education social worker are used appropriately.
39. Procedures to monitor and promote good behaviour are very good and effective for the majority of pupils. The behaviour and anti-bullying policies have recently been reviewed and discussed with pupils. The systems of rewards and sanctions are generally effective. However, staff have insufficient strategies to cope with the small minority of disruptive pupils, particularly at Key Stage 2 and the learning of all pupils in some lessons suffers as a result.

### **Assessment**

40. There has been a significant improvement since the last inspection in the way in which the school assesses pupils' attainment and progress. The procedures in place for assessing attainment and progress are now good and the school uses the information obtained well to plan its provision for pupils of all levels of ability; this is particularly evident in mathematics and English. Good use is made of both the National Curriculum test results at the end of each key stage and optional National Curriculum test materials, together with teacher assessments, to build up an academic profile for individual pupils. This information is used to help to form sets in Key Stage 2, to look for individual strengths and weaknesses and to track any possible gender differences. Long term targets are set, using baseline assessments made when children first enter the school and the end of Key Stage 1 National Curriculum test results. There is some target setting for groups in Years 5 and 6, but, as yet, short term targeting for individual pupils is not used throughout the school.
41. Records are kept which show the progress of pupils with special educational needs and regular reviews and assessment of targets guide future planning. The school gives good support to pupils with special educational needs and makes good use of the support available both within the school and from outside agencies. The school's recently appointed special educational needs co-ordinator is presently reorganising the record keeping system so that information about individual pupils' progress is becoming easier to track. She has also begun to analyse assessment tests taken by pupils, so that she can confirm the success of the school's work in raising the standards achieved by pupils who have special educational needs.
42. The assessment process is well used to guide planning on a school wide basis, but it is not so clear how it is used to help to plan in the short term. However, class teachers know their pupils well, and cater for their individual needs, ensuring that the work they are given is matched to their abilities. The help of support staff is well used and is targeted towards those pupils who have the most need. Marking is generally good and is used both as a teaching aid and for providing feedback to the individual pupil.
43. The assessment of pupils' progress throughout the school is very well managed by the assessment co-ordinator, who, in turn, is well supported by the rest of the staff. The procedures for assessing and recording progress that have been introduced, although effective, are relatively simple to use and maintain. Further improvements are in the process of being introduced, for example, by the use of Child Profiles that will replace the present system of recording the social development of individual pupils. The effectiveness of the school's development of assessment and recording is evident in the much improved results in National Curriculum tests at the end of Key Stage 2. The school recognises the need to continue to develop its assessment procedures, for example, in design and technology, history, and physical education. The school has successfully addressed the recommendations made in the report of November 1996.

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

44. Parents are positive in their views of the school. They feel that the school is easy to approach, if they have questions or concerns, and appreciate the expectations that teachers have for their children to work hard and achieve his or her best. Some parents are less happy about the amount of work given to complete at home and feel that there is an insufficient range of activities offered outside lessons. The inspection team found that the homework given, especially reading, was about the right amount. They consider that the provision of extra-curricular activities in sport and music is good and recognises the enrichment of the curriculum for all pupils through carefully planned visits and the opportunities offered by school productions, such as the recently staged 'Oliver'.
45. The school has established an effective partnership with parents. Parents were given a formal opportunity to express their opinions about the school in October 1999 via a questionnaire.

Over half the parent body responded and the school reacted positively to concerns wherever possible. For example, additional after-school provision was made in football by engaging an outside coach.

46. Parents of pupils with special educational needs are kept informed of their children's attainment and progress at regular parents' evenings. When appropriate, they are invited to termly review meetings to discuss their children's progress and future targets. The school has not fully developed a procedure for actively involving parents in their children's work towards the targets set in their individual education plans.
47. The quality of information provided for parents is satisfactory. They are well informed about the school's procedures and expectations through the school prospectus and informed regularly about events in the newsletters. There is an appropriate programme of formal open and consultation evenings. Parents receive an annual report for their children, and this provides a comment on each subject studied, although some comments for progress in the foundation subjects concentrate more on the attitude of the child to the lesson than on the progress made. Some comments are included to indicate areas where improvement is needed, but there is no formalised procedure to establish and agree targets for future learning.
48. The contribution of parents to children's learning at school and at home is good. Parents help in school, especially in the Key Stage 1 classes, listening to pupils read, helping with activities and accompanying children to the swimming pool and on out of school visits. The Friends' Association provides valuable help through fund-raising activities which enable the school to acquire additional learning resources. Home-school agreements were formally adopted at the start of the 1999/2000 school year. Many parents maintain a good dialogue with their children's teacher through the use of the notebook, although this is more evident at Key Stage 1 than in higher year groups.
49. Since the last inspection, an effective partnership with parents has been sustained and improved.

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

50. The school has a clear vision of its purpose, which is set out in its statement of common values. It seeks to give its pupils quality learning experiences, so that they have every opportunity to develop to their full potential in both academic and personal terms. Pupils are all valued and given work which challenges them appropriately. Learning should be rigorous, but fun, and all pupils should feel secure and content as they learn, develop and mature. The school will use as wide a range of resources as possible, both in the local and wider communities, to make learning rich and relevant.
51. Leadership and management have improved significantly since the last report and have established sensible priorities for addressing the school's weaknesses. While most of the key issues from the last report have been addressed successfully, some still require attention. Attainment in information and communications technology remains unsatisfactory at the end of both key stages. While senior management, which includes the key stage co-ordinators, have a shared overview of the curriculum, the only subject co-ordinators to monitor and evaluate effectively the quality of teaching and learning in their subjects are those for English and mathematics. Some schemes of work identify clearly the skills to be taught in each key stage and ensure full coverage of the programmes of study of the National Curriculum, but some do not. All school planning is much improved, the procedures for auditing and purchasing resources are now more clearly structured and systems for assessing and recording pupils' attainment have been significantly improved. The rate of improvement since the last inspection has been good, overall.
52. The headteacher and other key staff provide very good leadership. The senior management team consists of the headteacher and the two key stage co-ordinators and its weekly meeting links to the weekly key stage meetings in terms of agenda items and identifying concerns and priorities. As such, the senior management team is effective both in day-to-day management and in identifying priorities for future developments. There is a clear commitment to school

improvement and a continued drive to raise standards. However, some staff see this in terms of the attainment of their own class as opposed to seeing it in terms of a whole school issue. The school has good potential to improve further; full support for the senior management team from a united staff with an agreed view of whole school issues would put the school in an even stronger position to continue to improve.

53. The special needs co-ordinator, senior management team and support assistants are effective in promoting the importance of special educational needs throughout the school. Good records are kept and there are effective procedures for the identification, monitoring and review of pupils' progress. The success of these is helped greatly by the conscientious work of the special educational needs co-ordinator and class teachers. The school has a nominated governor for special educational needs who is in regular contact with the special needs co-ordinator.
54. The governing body fulfils its role very effectively. It has established a range of committees, which meet as necessary and make recommendations to the full governing body. In this way, its working is efficient and effective. A number of governors are regularly in the school, supporting teaching and learning. As a result, they are able to bring first hand knowledge of the school's work to discussions within the governing body. Governors are clear that they want the best for the school's pupils in terms of attainment. They see activities outside lessons as important, because they are concerned to develop 'the whole child' in a secure and safe learning environment. In this, they are in harmony with the headteacher's and staff's vision for the school. The governing body has been fully involved in the work of the school since the last inspection and in managing the action plan which resulted from that inspection. Governors are now much more aware of the scope of their responsibilities than was the case at the last inspection. They give the school strong support which is much valued.
55. The school runs efficiently on a day-to-day basis. Its routines are clear and well understood and promote quality of learning by providing pupils with a secure environment. Finance is carefully managed and the school secretary is effective in managing the school's systems for ordering and paying for goods and services. The school's accounts were last audited in March 1999. The report was supportive of the school's systems and its four recommendations have been implemented. The school fund and the separate fund managed by the Friends of the school are audited annually. The governing body and the school secretary are very effective in ensuring that the school gets the best value from its expenditure.
56. The school uses information and communications technology well in administration, but its use of information and communications technology to support learning is unsatisfactory. It is a matter for concern that this was a key issue in the report of the last inspection. The subject co-ordinator has plans in place to improve the situation.
57. The school is well staffed with both teachers and support staff to teach the National Curriculum and religious education. Their work is supported by a committed group of parents and friends who work regularly in the school to support learning. Their work is much appreciated. Staff are effectively managed in their teaching roles, but less so in their roles as subject co-ordinators. With the exception of English and mathematics, they do not have the opportunity to monitor the quality of teaching and learning in their subjects systematically. They find this frustrating because they have no structured means of improving the quality of teaching and learning in their subjects. Specific grants, for example, those for special educational needs and for the professional development of staff are used appropriately.
58. The school's accommodation is adequate for its current numbers. It is enhanced by its attractive setting with good grassed and hard play areas which, along with the good sized hall, contribute well to the pupils' education both within the curriculum and in activities outside lessons. The accommodation is well maintained by the caretaker and her team. Learning resources are adequate to support the subjects of the National Curriculum and religious education. There are some areas where teaching and learning would benefit from better resources. The most significant of these are information and communications technology and the lack of large play equipment for children in the foundation stage. Other shortages include

keyboards in music and artefacts in religious education. Staff work hard to provide a range of displays which celebrate pupils' work and further enhance the learning environment. However, the library is small and is inadequate for reference and individual research work. Coupled with the school's barely adequate facilities in information and communications technology, this means that the school is inadequately equipped to develop the pupils' skills as independent learners. Overall, the school uses its accommodation and the learning resources that it does have very well.

59. Management has good procedures for settling new staff into the school and supports the initial training of teachers well. Overall, leadership and management are successful in creating a secure and supportive learning environment in which pupils learn effectively and with enjoyment. There have been significant improvements in leadership and management since the last inspection. These result from the vigorous leadership of the new headteacher and his recently appointed senior management team and from the reassessment of its role by the governing body. Together, these developments have played a major part in the good improvement made by the school since the last inspection. The school is in a strong position to continue to improve.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to improve further the quality of education provided by the school, the governing body, headteacher and staff should:

a) improve attainment in information and communications technology at the end of each key stage by:

- raising the confidence and expertise of teachers;
- exploiting opportunities identified in the National Curriculum to ensure that learning in all subjects is underpinned and supported by information and communications technology;
- making maximum use of the existing hardware and software as part of the normal process of teaching and learning, and extend and improve resources as soon as possible;

(see paragraphs 4, 6, 8, 17, 21, 51, 56, 58, 93, 95, 121, 144)

b) develop the roles of co-ordinators in subjects other than English and mathematics so that they:

- have schemes of work available which identify the knowledge, skills, and understanding to be attained by the end of each key stage and the strategies for achieving them, by building on previous learning;
- have opportunities to monitor and evaluate the quality of teaching and learning in their subject(s) so that they can identify where teaching is successful so as to spread good practice and where improvements are needed to make learning more effective;

(see paragraphs 25, 51, 57, 98, 103, 104, 109, 114, 120, 132, 138)

c) improve pupils' skills as independent learners by:

- improving the availability and quality of library resources for research and reference purposes;
- exploiting fully the opportunities offered by information and communications technology, for example, via the Internet.

(see paragraphs 14, 22, 59, 74, 75, 85, 86, 95)

Other issues which should be considered by the school are:

- to make large play equipment readily available to children under the age of five (see paragraphs 22, 58, 67, 69); and
- formalising health and safety procedures by writing risk assessments into school documentation where they are needed (see paragraph 37).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	44

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18.6	56.0	25.4	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)	290
Number of full-time pupils eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	56

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	4.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.5
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	13	31	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	30	30	30
	Total	41	41	42
Percentage of pupils at NC level 2 or above	School	93 (97)	93 (97)	95 (97)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	30	30	30
	Total	41	42	42
Percentage of pupils at NC level 2 or above	School	93 (97)	95 (97)	95 (97)
	National	82 (81)	86 (85)	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	15	24	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	8	10
	Girls	20	20	21
	Total	30	28	31
Percentage of pupils at NC level 4 or above	School	77 (84)	72 (84)	79 (84)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	12
	Girls	21	21	22
	Total	32	33	34
Percentage of pupils at NC level 4 or above	School	82 (92)	85 (84)	87 (88)
	National	68 (65)	69 (68)	75 (72)

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

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

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	289
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	1	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)	11.2
Number of pupils per qualified teacher	26.4
Average class size	29

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

Total number of education support staff	3
Total aggregate hours worked per week	63

### ***Financial information***

Financial year	1999/2000
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	£
Total income	437,003
Total expenditure	431,112
Expenditure per pupil	1,476
Balance brought forward from previous year	17,474
Balance carried forward to next year	23,366

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

### **Questionnaire return rate**

Number of questionnaires sent out	290
Number of questionnaires returned	114

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	47	5	1	0
My child is making good progress in school.	43	50	5	2	0
Behaviour in the school is good.	34	64	0	2	0
My child gets the right amount of work to do at home.	18	60	20	2	0
The teaching is good.	46	49	2	1	1
I am kept well informed about how my child is getting on.	45	44	10	1	0
I would feel comfortable about approaching the school with questions or a problem.	66	26	7	1	0
The school expects my child to work hard and achieve his or her best.	52	44	4	0	0
The school works closely with parents.	41	42	14	0	2
The school is well led and managed.	35	51	10	1	2
The school is helping my child become mature and responsible.	36	55	5	1	3
The school provides an interesting range of activities outside lessons.	20	41	19	7	12

## **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**

60. Children under the age of five are few in number at this time of year and are well integrated into the Reception class. They move naturally into the early stages of teaching for the National Curriculum at this late point in the school year. They are given a well-planned, broad and balanced curriculum and, through good teaching, make good progress in their learning. The majority of children enter the Reception class in the September after their fourth birthday, with levels of attainment that are above those normally expected for children of their age. In the Reception year, they make good progress in all the areas of learning. Consequently, by the time they are five, the majority of children have attained the expected levels and many are attaining levels that are well into the early stages of the National Curriculum. There are two classes with Reception age children at the start of the school year, one of which is mixed with Year 1 pupils. Both have good support from qualified classroom assistants.
61. In personal and social education, by the time they are five, most children attain above the standard expected nationally for this area of learning. The children have made good progress, and their social skills have developed well. They understand and keep to the clearly established daily routines that create a safe, secure and consistent environment in which to learn. Even the youngest sit on the carpet and behave appropriately for short periods of time. The children who are not accustomed to playing with others when they start school are encouraged to do so by the teacher and class support staff. They learn to share and to treat others with care and consideration. By the time they are five, all have developed good self-confidence and have established constructive and positive relationships with other children and adults, so that they work well as part of a group when required. They take turns and share equipment well, for example, in the 'office' and special areas. They develop good levels of concentration and undertake some independent work without supervision, for example, when researching in the 'Water' topic. They make sensible choices of activity and independently find what it is that they need to work with. Tidying up is a normal routine after an active practical session. Children with special educational needs are identified early and given targets appropriate to their needs, with guidance from the class teacher, so that they make good progress.
62. Language and literacy skills are promoted through a range of classroom activities, although many come to the school with good levels of competence. Progress in this area, including that for children with special educational needs, is sound and, by the time they are five, they are at a good standard. Virtually all children have a basic grasp of how phonic clues help them to say words and most identify letters by their names and the sounds that they make. Those with higher attainment have a good sight vocabulary and use both phonic methods and picture clues to identify words. Most children enjoy reading, and have regular practice at school and at home.
63. The youngest in the class listen and respond well to stories, nursery rhymes and simple stories such as 'We're all going on a Bear Hunt'. They explain their ideas well and respond appropriately to the class teacher's questions. Higher attaining children explain what they are doing and why and remember what they have done. All children work in the 'office' and in wet and dry and science areas, sensibly talking and listening to each other. Promoting speaking and listening is a high priority and all lessons contain a significant amount of talking and discussion. Stories and books are well used as a starting point for many activities, including number and creative activities. For example, many days begin with a quiet reading time. As a result of all these activities, most children handle books with care and turn pages one at a time, starting at the front. They enjoy reading schoolbooks, which are well used. Higher attaining children attempt to read short sentences with reasonable expression. Reading is well supported by the classroom assistants as well as by parents and carers at home. Children are encouraged to take books home and most have their own books, which they enjoy and which also extend their reading experiences. Most form written words and many achieve a good standard of work presentation.
64. In number work, the majority of children are attaining the expected standards and, by the time

they are at the end of their time in the Reception class, most sort and match everyday objects into a variety of different contexts. The vast majority tell the time, using the normal clock face and order numbers, sequencing and counting up to ten, with a number able to count to 100. Pupils understand the process involved in adding small numbers together.

65. In knowledge and understanding of the world around them, the majority of children are achieving above the standards expected. Teachers and helpers provide a well-connected, wide range of activities that extend early ideas in this area. For example, by the use of their own photographs of families, they begin to understand how time passes and the difference between old and young. On a small scale, they experience how to make plans of the toys they place in the sand tray. Children are encouraged to use the simple computers amongst the other activities, so that they become a routine part of their learning experiences.
66. In physical development, the majority of children reach the standards expected for their age in all areas except one. Through activities such as using playdough and making objects such as starfish to illustrate their science, they develop fine motor skills. They pinch, push, squeeze and knead the playdough before rolling it out and use cutters to make defined shapes. From the time they enter the school, they are taught to hold pens and pencils correctly. However, the facilities for outdoor play are inadequate, with no ready access to fixed and large play equipment to extend their experiences, for example, of going over and under, to create an awareness of space. This aspect of physical development is unsatisfactory. Using indoor facilities, they have developed controlled movements such as moving a ball with fingers, hands and feet. Most children are confident and competent in different activities such as dribbling and carrying a ball sandwiched between two bodies. They clearly understand that warming up builds up temperature and heartbeat before activity and that cooling down allows the body to regain its normal functions. They are beginning to learn that taking part in activities is as important as winning.
67. In aesthetic and creative development, all children achieve the expected standards by the time they are five. In drawing, they show strong design ideas and create bright and vivid drawings, for example, when illustrating simple research in science. Music is frequently used in learning and the children sing with enjoyment and enthusiasm. They quickly learn the basics of rhythm and the difference between high and low notes. Stories are an important means of stimulating their imagination. Much of this work is effectively linked to the rest of the curriculum; for example, their illustrations of what is found in a church are linked to religious education. The displays of work and the celebrations of the children's achievements make this a strong part of their early development.
68. Children benefit from a broad and balanced curriculum, which contributes to very effective learning. Teachers have good knowledge and understanding of the needs of young children. This ensures that the activities and how they are organised are particularly well suited to the young children in the school. Support staff and helpers are effectively used to provide a richness of experiences, which support the curriculum well. All adults with whom the children have contact provide good role models for them. The close working arrangements between teachers and support staff make a major contribution to the good quality of provision. Staff evaluate and assess the children's progress on a daily basis throughout the early years. They have evolved useful and informative methods of recording these achievements in record files. Accommodation is good, including an adjacent open area. However, this lacks the equipment to support the children's physical development effectively. Otherwise, they benefit from good levels of indoor resources that are well suited to their needs. Links with parents are good and work sent home is completed, with many children reading regularly at home to supplement their school experience. Valuable discussions take place when children are brought to the school and when they are collected at the end of the day. Early work on computers is a sound introduction to information and communications technology skills.
69. There has been good improvement since the last inspection and a great deal of consolidation. The integration of children into the younger age classes remains good. The assessment of children on entry is now thorough and effective promotion of reading in 'circle time' is now stimulating good levels of interest. The time spent in the Reception classes provides a good preparation for work on Key Stage 1 of the National Curriculum.

## ENGLISH

70. The results of the 1999 National Curriculum tests at the end of Key Stage 2 showed that the proportion of pupils attaining the expected level 4 or above was well above the national average. The proportion of pupils attaining the higher level 5 was broadly in line with the national average. The school's results in the end of key stage tests for the year 2000 show that the school has managed a considerable improvement in these results and has exceeded its targets for pupils attaining level 4 or above by a good margin. This increase in the level of attainment at the end of Key Stage 2 means that results are more into line with the high levels achieved at the end of Key Stage 1. Key Stage 1 results for the year 2000 show that the high level of attainment since the last inspection has been maintained. The school has been very aware of the differences in attainment between the end of Key Stages 1 and 2 and has carefully analysed results to try to identify why those at the end of Key Stage 1 are higher. The work done to improve the schools' provision in Key Stage 2 in the light of this analysis, the good level of teaching and the enthusiasm for the subject demonstrated by the pupils, have combined to produce the very good levels of attainment shown in the latest (2000) test results.
71. One apparent problem which the analysis of these results has not explained, is the marked difference between the attainment of boys and girls. The girls have again achieved higher levels than the boys in the year 2000 tests. The school accepts that it needs to raise boys' attainment so that it is more in line with that of the girls.
72. Pupils in both key stages attain a very good level of listening and speaking skills. Most pupils take part in discussions and pay attention to the views of others. They follow the main points of a discussion and respond appropriately. Pupils explain clearly what they are doing and answer questions. Good use is made of descriptive language; for example, a Year 2 pupil described the inside of a church as 'echoing'. Pupils in a Year 5/6 class were keen to contribute to a discussion about poetry and read some examples clearly and with feeling. Class teachers encourage pupils to take a full part in class discussions, allowing them to express their ideas freely and encouraging them to justify what they say.
73. In the National Curriculum tests in 1999 for reading at the end of Key Stage 1, pupils achieved a level of attainment that was well above national averages. Inspection findings indicate that pupils in Key Stage 2 maintain a good level of reading skills, overall. Pupils in Year 2 read fluently and with expression, recognising the majority of words. When reading, they recognise their own errors and self-correct. They talk about what they are reading, discuss characters and what they like most about the story. When discussing books, they make simple predictions about what is likely to happen next. In both key stages, pupils use a range of different strategies, for example, phonics and illustrations, to help them with their understanding of the text. Pupils are aware of the distinction between fiction and non-fiction. In Key Stage 2, pupils approach their reading with enthusiasm and use their well-developed speaking skills to discuss preferences. Their reading covers a wide range of different texts, including poetry, fiction and computer magazines. The majority read at home on a regular basis, using books borrowed from the school or from their own collections. Some pupils are members of the local library. Pupils who are not free readers read regularly to an adult either at home or at school. The pupils' home/school record books provide a good channel for teacher/parent communication. Pupils in both key stages use simple study skills to gain information from printed material. However, in both key stages, but particularly in Key Stage 2, these skills are limited by the lack of good library provision for research and reference. Pupils in both key stages make good use of dictionaries to help with their spelling. Many of the reading books available in the classrooms are old and in poor condition.
74. Pupils in both key stages are aware that non-fiction books have indexes, lists of contents and glossaries to help them to find information quickly. These study skills are generally, with some exceptions amongst higher attaining pupils, under-developed. The school has attempted to make the library comfortable and pleasant to use. However, the space provided is too small to facilitate class lessons in study skills. The position of the library on the corner of two busy corridors is not really conducive to quiet study. The books in the library are nearly all non-fiction, the fiction being kept in classrooms and this does not help pupils in their acquisition of

general library skills and in understanding that libraries are a source of reference materials. This means that their development as independent learners is being hindered.

75. In both key stages, pupils have a well-developed sense of the importance of writing with the reader in mind. They are aware of the need to use interesting words and phrases; for example, in work retelling the story of Hiawatha, a Year 2 pupil wrote 'with the dark and gloomy pine trees of the forest tall and high above them'. In retelling the same story another pupil wrote 'she had long plaited hair and an old, wrinkly face', when describing one of the characters. In Key Stage 2, pupils further develop their ability to write interesting stories and poems. For example, a Year 3 pupil wrote in a poem: 'Above the pollution of the rivers and the streams; above the smoke that comes from the chimneys.' A pupil in Year 4 wrote 'By now the afternoon was burning in.' and 'The sun was pushing its way through the darkest night.'
76. Pupils use a number of different writing forms; for example in Year 6, work includes written instructions, descriptions, poems, and stories.
77. Pupils use punctuation with reasonable accuracy, understanding the use of apostrophes, commas, full stops and speech marks. They are aware of the need to use tenses when writing and accurately define parts of speech, for example, adjectives, verbs, and conjunctions. Handwriting is mostly of a good standard and the pupils use sentences and paragraphs correctly.
78. Teachers encourage the use of literacy skills in other areas of the curriculum and this is having a positive effect on the ability of pupils to write in different contexts. In work on the Ancient Greeks, Year 6 pupils were asked to write a letter from the Minotaur to Theseus and one pupil wrote, 'You get a banquet for killing me, and I get a broken neck.' In religious education, pupils produced an extended piece of writing describing a place which was special to them, thus developing their literacy skills further. Inspection evidence clearly demonstrates that the use of literacy is very well developed in other subjects.
79. Teaching in both key stages is never less than good, with a significant percentage being very good. The good overall progress made by pupils is directly linked to the high quality of the teaching they receive. Teachers are aware of the needs of individual pupils and set work which is well matched to their abilities. Lessons, which follow the National Literacy Strategy, are well planned and have clear objectives. Teachers use effective questioning techniques to ensure that pupils have understood the lesson and as a means of consolidating their knowledge. Classroom support is well used and pupils with special educational needs are well supported where necessary. Teachers have high expectations that their pupils will work hard and the work set challenges pupils to think carefully about what they are doing. Teachers have good subject knowledge and understanding. Most pupils are very well behaved, co-operative, work hard and listen well to their teachers and to each other. Most do their best to please their teachers and their work reflects this effort.
80. The subject is very well managed and the co-ordinator has monitored teaching in classrooms. Teachers have received written feedback from these observations, which highlight their strengths, and suggests ways in which they can improve their teaching. The co-ordinator reviews the work done in the classrooms by looking at a random selection of exercise books on a regular basis. On other occasions, all teachers scrutinise pupils' writing from a particular perspective, for example, punctuation, in order to establish priorities for further development. Teachers' planning is reviewed by the subject co-ordinator on a half-termly basis. She is aware that literacy has scope for further development.

## **MATHEMATICS**

81. Standards of attainment at the end of both key stages are very good. For Key Stage 1, this is reflected in the school's 1999 National Curriculum test results. In these, the percentage of pupils attaining level 2 or above was well above the national average. The percentage attaining the higher level 3 was also well above the national average. Pupils also performed well when compared to others in similar schools. For the past four years, pupils' attainment at

the end of Key Stage 1 in the National Curriculum tests has remained well above the national average. These successful results have been repeated in 2000.

82. The 1999 end of Key Stage 2 National Curriculum test results do not reflect the inspection judgement that standards of attainment in mathematics are very good. The 1999 results showed that attainment was above the national average, but when compared to similar schools, attainment at the end of Key Stage 2 was well below average. Several initiatives have been successful in raising standards at Key Stage 2. The school has analysed recent test results and made improvements to the curriculum. This means that teachers now plan more carefully for the needs of pupils. This, and the high expectations of teachers, has led to higher attaining pupils being challenged more effectively. As a result, in 2000, there was a significant increase in the numbers of pupils exceeding the national average. The National Numeracy Strategy is now well developed and is having a positive impact on pupils' ability to calculate mentally and to solve problems. The results of the National Curriculum tests in 2000 are very promising and support the judgement of improved standards.
83. The school's previous inspection report stated that attainment at both key stages was average. Progress since the last inspection has been very good and attainment is now very good at both key stages. The previous report also judged teaching to be satisfactory at Key Stage 1, but often unsatisfactory at Key Stage 2, stating that 'in some lessons work was not sufficiently matched to the needs of all pupils and for some pupils it was not sufficiently challenging'. Teaching at Key Stage 1 is now good and at Key Stage 2 improvement in the quality of teaching has meant that, during this inspection, half the lessons were good, and half were very good. Work is now well matched to pupils' abilities and higher attaining pupils are usually challenged sufficiently.
84. By the end of Key Stage 1, pupils have made good progress since starting school and most are beginning to handle simple addition and subtraction problems involving tens and units. Teachers provide higher attaining pupils with more challenging work and they are gaining in their confidence to tackle more difficult addition problems. Pupils measure well in standard units for all measures, for example length and width. They name two and three-dimensional shapes and refer to shape properties in their descriptions, for example, length and area. They sort and collect data, draw graphs and have begun to try, in simple ways, to interpret data. In Year 1, pupils achieve a good level of data interpretation for their age. Although standards are very good at Key Stage 1, older pupils do not experience enough real practical use of their measuring and data handling skills, so as to gain confidence in organising and managing their own work.
85. By the end of Key Stage 2, pupils have a firm understanding of place value in at least four figure numbers and extend this into negative numbers. They use their knowledge of number operations to solve problems involving addition, subtraction, multiplication and division to a good level. They work successfully with decimals to two places. Pupils translate written and verbal problems into bracketed equations and use their calculator skills well to find the solutions. Mental mathematics skills are increasingly developed as teachers throughout the school place strong and appropriate emphasis on them at the start of the numeracy lesson. Pupils measure accurately in appropriate units and solve problems involving perimeter, area and volume. They measure and name different types of angles and know about the angles in different triangles and quadrilaterals. Pupils collect and present data in different forms well and represent probability data on a five-point scale. Teachers give regular opportunities for pupils to carry out mathematical investigations that extend and deepen their understanding of mathematics. There is, currently, insufficient focus on graphical interpretation skills in some data handling work and limited use of computers in this work. Younger Key Stage 2 pupils do not experience practical measuring and data handling situations as frequently as might be expected. Again, these restrictions inhibit the development of pupils as independent learners.
86. There is very good emphasis on numeracy in lessons and pupils have good skills in this area. Teachers have made good progress in the implementation of the National Numeracy Strategy. This is beginning to have a positive impact on pupils' mental skills. Mathematics is used widely to support learning in other lessons and is helping to reinforce numeracy skills. For example, in geography, pupils calculate co-ordinates in plans and map reading. In science, pupils measure

bones and calculate proportions within the whole skeleton and often use numerical values to confirm experimental results. In history, pupils calculate death rates in different time periods and use graphs to show their results.

87. Teaching at both key stages is good overall, with no unsatisfactory teaching being seen during the inspection. In Key Stage 1, over 50 per cent of teaching was good and, in Key Stage 2, 50 per cent of teaching was very good and the other 50 per cent was good. The quality of the teaching is reflected in the good progress made by pupils throughout the school and the very good standards of work seen. Teachers praise and encourage their pupils and this motivates pupils to try harder. Teachers often praise pupils for having a good try even when wrong and this helps raise self-esteem. This is particularly helpful for pupils with special educational needs who are fully involved in lessons and make good progress in relation to their prior attainment. Teachers have high expectations of their pupils, who mostly rise to the challenges they are given and produce some very good work. The good relationships evident in classrooms, means that teachers and pupils enjoy some humorous exchanges within a very work-orientated environment.
88. As a result of teachers' good understanding of the methods of the National Numeracy Strategy, mental mathematics is beginning to form a very strong feature in lessons. Teachers are quick to get pupils to explain their calculations and this keeps pupils alert. They learn that there are different ways of solving problems. Lessons are planned and structured well and, together with good pace, keep pupils busy and interested. The inappropriate behaviour of a very few pupils sometimes takes too much of the teacher's time and, as a consequence, in some lessons, the pace of learning is not as good as it might be. Teachers' discipline and management of pupils is good overall, and most pupils behave very well and show a high level of enthusiasm and enjoyment in their work. Teachers use good questioning techniques to elicit information, extend and reinforce pupils' learning and assess their knowledge of the work being done. Opportunities are given for pupils to work on their own and in groups and most pupils work well in all situations. Homework is used well to support pupils' learning and, especially at Key Stage 2, this is a regular and recorded feature of pupils' learning experiences. Teachers regularly evaluate their lessons so that any problems in learning can be identified and dealt with in future lessons.
89. The co-ordinator offers good subject leadership and there is an evident drive to continue to raise standards of attainment. The co-ordinator, with the support of the senior management team, has been able to monitor the teaching of mathematics across the school. This and his monitoring of pupils' work in the autumn term are valuable components in the improving standards achieved by the school. Currently, assessment procedures regularly check on progress throughout the year, so that a close monitoring of attainment is almost fully established. The school is aware that this is an area for continued development and it has already been identified in the school's development plan.

## SCIENCE

90. At the end of the Key Stage 2 National Curriculum tests in 2000, pupils aged eleven attained greatly improved results. More than half of the school's pupils attained level 5, which is the level above that expected nationally. Nearly all of the school's pupils attained at least the national expectation of level 4 or above. Over the years since the last inspection, standards have improved consistently. In previous years, the school has not reached the levels of similar schools and data for comparison this year are still not available. Teachers' assessments at Key Stage 1 indicate that pupils are well above the national figure for those attaining at least the expected level 2 and very high for those attaining the higher level 3. At Key Stage 2, pupils' knowledge of living things is average, but standards in materials and their properties and physical processes are above average. In experimentation and investigation, they are well above expected levels. In all areas, pupils at level 3 are well above national averages in attainment. There is a significant difference in the performance of boys and girls at Key Stage 2, with girls significantly exceeding boys' levels of attainment in the tests.
91. The work seen during the inspection shows that, at the end of Key Stage 1, pupils are above the levels expected. They know how to classify common objects, for example, by dividing

animals according to the number of legs that they have, or whether an object will float or sink. By observation and recording, they discover the changes that take place as eggs become caterpillars, which then turn into chrysalis and eventually butterflies in the second year. Many pupils confidently use the correct scientific term, 'imago', for the adult stage of an insect. Manual diagrams are normally well drawn and pupils understand the importance of correct and clear labelling. The work on the growth of plants shows this to be good. From this early stage, investigations are an important part of learning and are methodically conducted in preparation for the more complex investigations in the next key stage.

92. By the end of Key Stage 2, virtually all pupils are at least in line with national expectations and a substantial number are above. They cover the programmes of study of the National Curriculum well with the key to learning being experimentation and first hand investigation. Their factual knowledge is good and a detailed scientific vocabulary is well used in class and written work. Early work in Year 3 involves the use of a model skeleton to learn the positions of the major bones and their names. By measurement, they learn the relative proportions of bones in the whole skeleton and the difference in the growth of bones over time. Information and communications technology is not used effectively to support this learning. By Year 6, most pupils define elements in an experiment on jelly and decide which of these is to be the variable to find out, for example, if different amounts of water will alter the time taken for the jelly to set. Their concepts of what to measure and how to measure the variable are developing well and they are encouraged to understand that learning from mistakes is an important factor in their progress.
93. Most pupils concentrate well when learning in science. Almost all are interested in what the teacher has to say and in what they have to do. The very small numbers of pupils who are not immediately interested are well managed by the teachers, but this does take up time. The mixed classes are not in themselves a hindrance to progress and all pupils, including those with special educational needs, make good progress to the targets that are set for them. This is shown in the results over the recent years. Teachers give opportunities for discussion which are readily seized by pupils, who enjoy exchanging views and listening to others. This is effectively supporting literacy. In group work, most pupils co-operate and collaborate well and few try to distract others.
94. Teaching of science at both key stages is predominantly good. Lessons are clearly planned so that pupils know what is expected of them, and the management of behaviour is consistent and firm. This applies equally to pupils who are less motivated, though this occupies time that could be better spent in raising standards still further for other pupils. Teachers in year groups plan together which ensures consistency of coverage and delivery and this is a strength of the subject. The numeracy strategy of the school is supported by the analysis of the results of the many experiments that feature strongly in lessons. Teachers' use of information and communications technology is unsatisfactory, mainly because of lack of confidence and expertise. Although there are plans for this to be remedied, it has so far prevented the wider opportunities for research and analysis to be exploited to raise standards still further.
95. Thorough assessment to increase the accuracy of targeting pupils' individual needs is in the early stages of development. The scheme of work for the change to the next phase of the National Curriculum is well developed. Co-operation among teachers is a strength in science, with the sharing of views, knowledge and experience being seen as essential in the development of the subject over the school as a whole. Elements of personal and health education are well supported in science lessons. Resources are adequate, except in information and communications technology, although there needs to be close co-operation to use them effectively.
96. Results have improved markedly since the last inspection. The recent work by the co-ordinator has improved planning and the use of the evolving assessment scheme is improving continuity and progress in learning across the key stages. Resources have been reviewed and there are plans to expand them as needs arise. Science is now one of the leading successes of the school and is in a strong position, once the full use of information and communications technology is in place, to continue to improve.

## ART

97. During the inspection week, one lesson was observed in Key Stage 1 and two lessons in Key Stage 2. However, a review of the work already done and discussions with pupils and with the art co-ordinator indicate that pupils attain standards in line with those expected nationally at the end of both key stages. In line with the recommendations made in the inspection report of November 1996, the school has sought to widen the scope of its art work to include a wider range of activities. It has not, however, implemented the other recommendations made. Although pupils are making satisfactory progress in their learning, the lack of a scheme of work is limiting further progress. The school does, however, have a detailed subject policy. The post of co-ordinator has changed hands a number of times since the last inspection and this would appear to be the most likely reason for the lack of development of the subject. The school has taken the necessary action to promote the subject's future development by appointing an arts graduate to the post. There is now a development plan and discussions with the co-ordinator indicate that there is a commitment to develop the subject further in line with the National Curriculum for 2000 and the recommendations of the last report.
98. That pupils are making satisfactory progress is not in doubt and this is due in the main to the way that art is developed as part of a number of different subjects. For example, the work done by pupils in Key Stage 1 on the theme of 'The Lion, the Witch and the Wardrobe' developed their art skills as well as skills in writing. In work on the Romans, pupils in Years 3 and 4 have made figures showing how people dressed. In Years 5 and 6, pupils have designed posters to illustrate their written work on the theme of bullying. There are many other examples around the school of art work linked to other subjects.
99. The teaching of art in both key stages is satisfactory with a minority of good lessons. The main strength of art teaching in the school is the ability of teachers to link the subject with other areas of the curriculum and so ensure that pupils have the opportunity to develop their artistic skills in a number of different ways. Activities in the classroom are well organised. Teachers avoid dictating the form that the work of pupils should take, acting in an advisory and encouraging role.
100. The art skills of pupils are developed in a number of different ways. In Key Stage 1, pupils are encouraged to mix paints and develop their ability to work in a number of mediums, for example, paper, textiles, and crayons. In a mixed Year 1 and 2 class, pupils have produced some very well executed observational drawings of pomegranates. Pupils in Years 3 and 4 have used wax crayons, pencil and pastel colours to produce well-observed pictures of flowers. They have also produced pictures of leaves embroidered on to hessian. Pupils in Years 5 and 6 have produced some sound paintings in the style of Greek frescoes.
101. The works of famous artists such as Renoir, Van Gogh and Constable are studied and pupils are encouraged to try to emulate their respective styles. A particularly good example of this is the work done in a Year 3 and 4 class, where pupils have developed a segmented picture which when viewed from a distance looks very much like Van Gogh's 'Bedroom at Arles'.
102. The management of the subject is satisfactory but there is considerable scope for development in the role of the co-ordinator. The recommendations of the last report form a blueprint on which the further development of the subject can be built.

## DESIGN AND TECHNOLOGY

103. Since the inspection of November 1996, standards of attainment of pupils at Key Stage 2 have improved and pupils at the end of both key stages are now achieving levels of attainment which are in line with those expected nationally. This judgement is based on limited lesson observations, a scrutiny of available work and discussions with teachers. The provision of a scheme of work for the subject has provided a foundation on which teachers have been able to build, enabling them to ensure that pupils make satisfactory progress in the knowledge and understanding of the essential elements of the subject. However, although there has been an improvement in attainment, not enough has been done by the school to ensure that teachers have the training they need to teach the necessary skills. Nor has the school developed the role of the subject co-ordinator to a level which would facilitate the monitoring of provision and

teaching in the classroom.

104. Pupils in Key Stage 1 use design sheets to plan their work. They use templates based on their own designs to cut various shapes that in turn they either glue or sew on to a hessian background to form a picture. They are aware that designs can change in the light of experience during the making process. The majority of pupils are developing an ability to thread and sew, and most use glue properly. Pupils select and use the appropriate construction material to build various models. In making a frame for their pictures, pupils demonstrated an ability to use a mitre block to cut forty-five degree angles. In Key Stage 2, pupils have an understanding of how structures can be made stable. They are aware of the process of design, make, and evaluate. Pupils discuss their work sensibly and give reasons for the designs they have developed. They ask pertinent questions about the activities given to them. The majority are aware of the importance of accurate measurement and of the need to clearly label the different parts of the designs.
105. Pupils in both key stages, including those with special educational needs, are making satisfactory progress in their ability to design and make. They are developing their ability to use simple tools and work with different mediums. They are also learning to share equipment and work co-operatively with others. Pupils display good attitudes towards their work in design and technology. They respond well to their teachers and co-operate well with them and with each other. They are enthusiastic and generally well behaved.
106. Teaching is satisfactory, overall, and, in half the lessons observed during the inspection, the quality of teaching was good. Where teaching is good, pupils are given a clear understanding of what is expected of them and good suggestions are made as to how it can be achieved. Lessons have a brisk pace and a range of different materials are provided for pupils to use. Work is generally well organised and planning is used appropriately to attain the objectives of the lesson. However, not enough attention is paid in some lessons to the use of protective clothing, particularly when pupils are using paint and glue. There are examples of pupils using tools without having a satisfactory safety awareness.
107. The subject has good links with other subjects of the curriculum. For example, pupils in Year 3 have been using their skills in literacy to write instructions on how to build a model animal that can stand independently. Pupils in Year 4 made Viking ships as a link to their history work. Year 6 pupils, as part of their work on the Ancient Greeks, have designed and made pots out of papier-mâché.
108. Within the very limited opportunities provided by the school to exercise a management role, the subject co-ordinator is moving the subject forward. However, some of the recommendations made in the last report have not been fully implemented by the school. The assessment and recording of pupil attainment is still under-developed as is the provision of training and guidance for teachers. The subject co-ordinator has developed a sound scheme of work to prepare the school for the curriculum changes due to be implemented in September 2000. The rate of improvement in the subject since the last inspection has been satisfactory, but there is scope for further improvement.

## **GEOGRAPHY**

109. During the inspection, it was not possible to observe any geography lessons. However, analysing pupils' work and talking to pupils and teachers, would indicate that pupils attain a satisfactory standard in geography and make satisfactory progress in their learning.
110. In Key Stage 1, pupils study their local environment including the school itself. They draw simple maps of their route from home to school and some of these are drawn to a good standard. Very young pupils draw simple 'maps' of scenes that they have set up in the sand tray and this gives a very good start to the process of acquiring mapping skills. Older Key Stage 1 pupils make good attempts at drawing plans of the school. Pupils know the location of Northallerton on a British Isles map and teachers at both key stages display maps effectively in classrooms, so that pupils can become familiar with them. Pupils' knowledge of other localities in the United Kingdom is, however, limited.

111. Pupils in Key Stage 2 use atlases and globes and, although they have improved their mapping skills since the last inspection, these remain limited at higher levels of skill. Pupils know about symbols on simple maps, but are not very familiar with more complex map keys or co-ordinates. Pupils are good at looking at environmental issues and show a good deal of maturity when they express their opinions and thoughts. They know about life in other parts of the world, in countries such as India, but a lack of resources means that their studies of other localities is sometimes limited. In both key stages, pupils with special educational needs make good progress.
112. Pupils' geographical skills are enhanced by visits to other locations. In Years 3 and 4, pupils visit Whitby as a contrasting locality, while older pupils in Years 5 and 6 take part in residential visits to East Barnby and Weardale. In Key Stage 1, pupils go out into the immediate area to learn about local amenities and features. The very youngest Key Stage 1 pupils visit Saltburn to further their understanding of different localities.
113. At the time of the last inspection there was no suitable scheme of work and resources were unsatisfactory. Resources have now been improved, but more needs to be done to provide a good resource base for the new National Curriculum. The very newly appointed co-ordinator is aware of these continuing shortcomings and has already identified them on her subject 'action plan'. A new scheme of work, produced by The Curriculum and Qualifications Authority, is already being introduced, but it is still at an early stage of development. The new co-ordinator also intends to monitor the geography curriculum more thoroughly than was the case at the last inspection. Teachers' planning, pupils' work and, with the support of the senior management of the school, teaching will be monitored to ensure the smooth introduction of the new scheme of work and the new National Curriculum. This will also help the co-ordinator to monitor the effects of the new curriculum on the standards achieved by pupils. She also plans to address the lack of a whole-school assessment and recording procedure for geography, so that pupils' progress can be tracked and monitored more systematically.

## **HISTORY**

114. Attainment in history at both key stages is satisfactory and pupils, including those with special educational needs, make satisfactory progress. At Key Stage 1, pupils know about the lives of famous people of the past such as Florence Nightingale and they compare the hospitals of her day with modern ones. Pupils know what some aspects of school were like in Victorian times and about how some appliances worked before electricity was used. They know about the lives of monks in past times and this study is brought closer to them when they visit Mount Grace Priory. Younger Key Stage 1 pupils know how they change from being a baby to the present time and begin to build up an understanding of a simple time line of events. Pupils discuss what they think life was like when their grandmothers were young.
115. At Key Stage 2, pupils compare and contrast ancient and modern civilisations and events such as the Olympics, and every-day life in other time periods. They carry out research from books, pictures, artefacts, photographs and CD-ROMS, to gain information. They use and share this to improve their knowledge and understanding of times in the past such as the Egyptian and Victorian periods. Although artefacts are sometimes used, this is an area that is underdeveloped. They present information in written, pictorial, three-dimensional and mathematical forms. For example, when studying Victorian Britain, graphs are used to show the mortality rates of children at that time.
116. Printing blocks are also made by pupils and used to make Greek fresco style paintings, and papier-mâché is used to form ancient Greek storage vessels. Pupils know about life in other periods and about peoples' homes, clothes, and education. As pupils get older, their teachers give them more opportunities to reflect upon the work they are doing and to give more personal responses. For example, when working on ancient Greece, Year 5 and 6 pupils imagined that they are living in Sparta under the very rigorous conditions of that time and they wrote an imaginary letter home. The pupils effectively worked into this letter the knowledge they had gained through their studies and showed empathy for lives that were lived so long ago. This and other types of writing that pupils experience in their history lessons, make a valuable

contribution to the development of their literacy skills. Personal writing, though a strong point in Years 5 and 6, is not used as much as it could be in the lower Key Stage 2 classes.

117. Teaching across the school is mostly good and never less than satisfactory. Teachers usually have clear objectives for what they want pupils to learn and they use good questioning techniques to extend pupils' learning. In the lessons that are good, teachers have high expectations of how pupils will achieve and behave. Teachers' management and discipline of most pupils is good and they are good at encouraging and praising both achievement and effort. This helps to build pupils' confidence and self-esteem and motivates them to learn. Although the pace of lessons is usually at least satisfactory and sometimes good, there are occasions when a minority of pupils disrupts the flow of the lesson, by taking too much of the teacher's time.
118. The curriculum at both key stages is enhanced by visits to places such as Mount Grace Priory, Arbeia Roman fort and Eden Camp. School based events such as the Victorian day enjoyed by Year 5 and 6 pupils, in which they and teachers dressed up in Victorian type clothes and acted out various Victorian school activities, also add to the enjoyment, motivation and learning of pupils.
119. The previous inspection report indicated that long term planning lacked detail and that there were shortcomings in resources. The present co-ordinator and his recently appointed replacement have identified these areas for continued improvement. A new scheme of work to meet the needs of the new National Curriculum (2000) is being introduced. Improvement since the last inspection has been satisfactory. The school has also recognised that, as part of the move towards a new scheme of work, it will need to develop a whole school assessment and recording procedure in history, to track and monitor the progress of pupils in key elements of their history work. At the present time, the co-ordinator does not monitor the effectiveness of the history curriculum. This has however been identified by the new co-ordinator as an area that she wishes to develop. She hopes in the future, to monitor not only teachers' planning and pupils' work, but also, more directly, the quality of teaching and learning in the subject.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY**

120. Standards of attainment in information and communications technology are below national expectations at the end of both key stages and the programme of study being followed does not meet the requirements of the National Curriculum. Pupils are at widely different levels of skills and knowledge and this is largely determined by their experience of computers outside school. Levels of attainment in the different programmes of study, for example, keyboard skills, word processing, organising and analysing information and using software, are unsatisfactory. The school has been diligent over recent years in gathering computers from various sources, largely at little or no cost to the school. These are strategically placed around the school and have connections with printers, but the fact that they are of different types means that different software is needed. Most staff do not have the necessary confidence or expertise to use them fully in subjects across the curriculum.
121. Where pupils were seen using computers, they were keen to obtain results and used the machines with respect. For example, in history, Year 3 and 4 pupils successfully researched aspects of ancient Egypt using a CD-ROM. Pupils in Key Stage 1 were less skilful in using a paint program to draw a picture of a butterfly in science. Most pupils learn something about control by using the 'Roamer' device in Key Stage 1. When asked, pupils acknowledged that they have had little or no direct use of computers in the school.
122. No direct teaching of information and communications technology was observed during the inspection. Most teachers have a rudimentary knowledge of how to use computers and some are at a more advanced stage, but there is a wide variation in expertise. A series of in-service training days is scheduled for all members of staff, to cover all aspects in the use of information and communications technology in the National Curriculum. This training will be complete by April 2001, and teachers will then be in a position to use information and communications technology more effectively to support learning in subjects across the curriculum. A satisfactory scheme of work is in place, as well as a system to track the individual skills of each

pupil. The value of these and their impact on raising attainment depends on the quality of the training that the teachers receive. The co-ordinator has clear plans and ideas, agreed with the headteacher, regarding how the computers will be used, including where they will be located and how they will fit into the National Curriculum programmes of study which will come into effect in September 2000.

123. Although the school has more machines and peripherals than it had in the last inspection, they do not all match and some have older processors. Whilst the school will need to replace these systematically, the present computers have the potential to provide what is required in information and communications technology. Software is in short supply and will have to be expanded, both in basic computing programs and in information and supplementary programs to support learning in all National Curriculum subjects.
124. There has been little tangible progress since the last inspection in the ways in which information and communications technology is used as a tool for learning. The school's priority has been to improve attainment in the core subjects of English, mathematics and science. However, the outdated machines have either been eliminated or supplemented, leaving the working older computers usefully employed for early learning skills. There is now a basis for going forward, with plans in place for the necessary staff training and the school is in a position to make progress in the same way that it has in the other core areas. The pace of progress has lagged behind other, better-equipped schools to this point and the starting point is low. The rate of progress will also depend on the capacity of the school to acquire more up-to-date, hardware. The ability and will of the co-ordinator and the staff to move more rapidly are not in doubt.

## **MUSIC**

125. Throughout the school, pupils, including those with special educational needs, make sound progress in music and standards of attainment are satisfactory at both key stages. Whole school singing in assemblies is satisfactory, pupils sing tunefully but with little enthusiasm and a few Year 6 pupils are reluctant to participate. This is in stark contrast to the performances of 'Oliver' and the choir practice after school, where singing was clearly enjoyable and the same reluctant pupils joined in with gusto. It is a pity that this verve and enthusiasm cannot be captured in whole school singing in the everyday life of the school.
126. In Key Stage 1, pupils understand the difference between high and low pitches and that, basically, large instruments will produce lower sounds than small instruments. They sing at high and low pitches and follow the teacher's signals to sing loudly and softly. In a singing lesson for almost all Year 1 and 2 pupils, there was a good understanding of rhythm and pupils successfully clapped some quite complex rhythms. They sang well, pitching notes accurately and supporting the rhythm by clapping and using untuned percussion instruments. They successfully negotiated a beat's rest in one of the songs.
127. Year 3 and 4 pupils have a sound grasp of rhythm and pitch and a basic understanding of musical notation. They know the difference between crotchets, quavers and minims and that a crotchet rest is one beat. They successfully 'composed' a piece of music using crotchets, quavers and minims correctly within bar lines. Year 5 and 6 pupils listened to extracts from Mozart's Requiem and discussed what feelings it evoked. This produced some imaginative responses which were expressed using accurate musical vocabulary, for example, crescendo, legato, piano, forte, and staccato. Among the descriptions of the feelings created by the music was 'like church music' and 'a journey through heaven and hell'.
128. Most pupils enjoy their lessons in music and concentrate well. At Key Stage 1, pupils respond with enthusiasm and a very good level of commitment, even though they were tired at the end of the day. However in Key Stage 2, while the large majority of pupils co-operate well in lessons, a small minority are distracting so that the pace of the lesson is slowed and other pupils derive less benefit from the lesson than would have been the case otherwise.
129. The quality of teaching is good, overall. It is very good in Key Stage 1 and, as a result, the quality of learning is very good. Teachers have good subject knowledge and understanding, and very good strategies for pupil management, so that learning is taking place effectively, but

is also fun. Pupils' eyes shine with enjoyment as they undertake the enjoyable but thought provoking tasks that teachers have prepared for them. In Key Stage 2, teaching was satisfactory in half the lessons observed and good in the other half. Where teaching was satisfactory, this was the result of a disproportionate amount of time being taken to manage the behaviour of a few pupils. This means that the well prepared and interesting lessons did not have their full impact on the quality of learning for the large majority of interested and co-operative pupils.

130. The school provides very good opportunities for music making outside lessons. Some 60 pupils in Key Stage 2 participate in either the choir or learning an instrument and some do both. The school's pattern of regular performances gives pupils throughout the key stages good opportunities to rehearse over time and then to perform in public. This gives them valuable experience of the discipline necessary if musical performance is to be successful. All pupils in Key Stage 1 take part in the Christmas production and all pupils in Years 5 and 6 take part in the summer production. This year's production of 'Oliver' was excellent and gave the pupils who participated a musical experience of high quality. Other groups, such as the choir and orchestra, have other opportunities for performance both within school and within the community.
131. The subject is co-ordinated by an enthusiastic and competent member of staff who, well supported by colleagues, works hard to provide pupils with good quality experiences in music. The subject is adequately resourced, although there is a shortage of keyboards to support work in composition. The co-ordinator is aware that the lack of a scheme of work, which would identify how skills would be progressively built up across the key stages, is a weakness. She does not have the opportunity to monitor and evaluate the quality of teaching and learning in the subject and, so, is not in a position to raise standards of attainment within the curriculum. There have been some improvements since the last inspection, for example, in listening and appraising, but attainment in music within the National Curriculum remains satisfactory. The quality of music outside lessons is very good.

## **PHYSICAL EDUCATION**

132. Pupils, including those with special educational needs, make sound progress in their learning, and attainment at the end of each key stage is in line with that expected nationally. Standards of attainment in swimming are good and very few pupils reach the end of Key Stage 2 unable to swim the nationally expected 25 metres. There is good coverage of all programmes of study of the National Curriculum, although it was not possible to observe all these being taught during the inspection.
133. Year 1 pupils control a small ball satisfactorily using hands and feet and some are very adept at close ball control. They understand the purpose of warming up before the lesson and cooling down afterwards. They also understand what is involved in team games and respond well to observing the rules. Years 3 and 4 pupils have a good awareness of safety in gymnastic activities. There are some good examples of forward and backward rolls and cartwheels and some skilled and imaginative balancing, both individually and in pairs. Other Year 3 and 4 pupils show good catching skills, boys being better than girls, overall. Some pupils, boys and girls, strike a small ball with a rounders bat accurately and powerfully. In Years 5 and 6, pupils show varying levels of skill when dribbling a large ball with their feet or controlling it with a small bat. Again boys are more successful than girls, overall.
134. Most pupils approach their physical education lessons with good levels of interest and enthusiasm. A few older pupils are unenthusiastic (girls) or immature in their responses (boys). Most pupils support each other very well in pairs and in small groups and encourage each other, even when things are not going well. There were some good examples of initiative being taken, for example, in the balancing and travelling sequences being developed in the Year 3 and 4 gymnastics lesson.
135. The quality of teaching is good, overall. Lessons are well planned with a sequence of activities to gradually build up skills. Expectations for pupils' attainment are mostly challenging, but realistic. There is a good use of praise and good use of pupils to demonstrate techniques and

activities. Other pupils are then invited to comment on what they like in the performance. The management of pupils is mostly firm but friendly, but there are occasions when the immature behaviour of a few pupils slows the lesson down and so adversely affects the quality of learning for the rest.

136. Pupils have opportunities for coaching after school. There is soccer coaching for both Key Stage 1 and Key Stage 2, netball, and short tennis. There is good concentration on technique. For example, in the short tennis, there was coaching in forehand, backhand, smash and volley and a game at the end of the session gave pupils the opportunity to practise these techniques. A good number of pupils take these opportunities and join the school teams in soccer and netball which play against other schools.
137. The subject is co-ordinated by an enthusiastic member of staff who would welcome the opportunity to be more effective. She has no opportunity to monitor the quality of teaching and learning and, so, to identify where improvements need to be made so as to raise standards. The subject is well resourced, overall, and the school has taken advantage of the resources available from the 'Top Play' scheme. The scheme of work has been improved since the last inspection and the gymnastics element now defines the skills to be learned in each key stage. Other elements in the scheme of work are not up to this standard. The co-ordinator has plans to up-date the scheme of work in order to take account of the changes to the curriculum from September 2000. There is no whole school system for tracking the progression of skills across the key stages. The co-ordinator would welcome the opportunity to develop such a scheme.
138. There have been some improvements in physical education since the last inspection. For example, planning has been improved. However, overall, the sound standards described in the report from the last inspection have been maintained.

## **RELIGIOUS EDUCATION**

139. Attainment in religious education is satisfactory at both key stages. Pupils follow a scheme of work closely related to the agreed syllabus for religious education for North Yorkshire schools. By the end of Key Stage 1, pupils have developed a sense of themselves as individuals, as well as a respect for the values of their classmates. Their curiosity is stimulated so that they explore how they feel about what is right and wrong. This underpins the school's overall teaching of moral standards. In their written work, they explore what they regard as good and bad, as well as learning aspects of the Christian religion.
140. From the earliest classes in Key Stage 1, they are made aware of what there is in a church, and of the importance of the ceremonies of marriage and baptism. They follow the story of Joseph and his brothers and know about prominent saints such as St David, St Patrick and St Cecilia.
141. The study of religion becomes deeper in Key Stage 2. By looking at the beliefs of Islam and Judaism and examining the differences in different places of worship, pupils begin to understand what others believe in and how the practice of their religion relates to their beliefs. The school makes good use of visits to local churches; for example, a visit to a mosque made Islam more realistic for pupils. Good opportunities are given for pupils to develop their own ideas and to express their own beliefs and feelings. Pupils in a Year 3 lesson made valuable contributions when the concept of God was the subject of a discussion based on Hindu belief. In Year 6, pupils respond in their own words to the story of St Bernadette. They all know what a pilgrimage is, and understand that Lourdes is important to Christians. At both key stages, pupils with special educational needs are enabled to make good progress in both learning and thinking about values.
142. The quality of teaching is at least satisfactory and often good. Sound planning ensures that pupils know clearly what they are expected to do and to learn, at the start of each lesson. Teachers know what they are expected to teach and are skilled at questioning and at leading discussions to allow pupils to present their own views and to challenge others without acrimony. Good management of discussion sessions helps pupils to increase their speaking and listening skills, a valuable aspect of literacy across the curriculum. The co-ordinator is at an advanced stage of relating the present syllabus to a new scheme of work and the subject is effectively

managed.

143. There is very little use of information and communications technology, which can give opportunities for pupils to broaden their experiences. Although the school has some artefacts relating to Islam and Judaism, they are insufficient for whole classes to experience the awe and wonder of the practice of worship and the significance of diet in some religions. Visits are well used to support teaching and learning.
144. Since the last inspection, planning has improved to ensure smooth continuity in learning across both key stages, with the aid of a clear scheme of work. The quality of resources, especially of artefacts, continues to hold back the school's capacity for making experiences more real in a locality where there is limited diversity of religious practice. The good use of visits overcomes this to a limited extent.