

INSPECTION REPORT

**WILBERFOSS C of E VOLUNTARY
CONTROLLED PRIMARY SCHOOL**

York

LEA area: East Riding of Yorkshire

Unique reference number: 117998

Head teacher : Mrs Pauline Foster MA

Reporting inspector: Mr Colin Smith
25211

Dates of inspection: 22nd - 25th January 2001

Inspection number: 192707

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Storking Lane Wilberfoss York
Postcode:	YO41 5ND
Telephone number:	01759 380327
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Appropriate authority:	The governing body
Name of chair of governors:	Mr John Taylor
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

OIN	Team members		Subject responsibilities	Aspect responsibilities
25211	C Smith	Registered inspector	Mathematics	What sort of school is it?
			Design and technology	The schools results and pupils achievements.
			Physical education	How well are pupils taught?
			Music	
11368	K Lee	Lay inspector		Pupils' attitudes, values and personal development.
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
15551	P Mitchell	Team inspector	English	How good are the curricular and other opportunities offered to its pupils?
			Information and communication technology	
			Special educational needs	
			Equal opportunities	
			English and is additional language	
23887	P Nettleship	Team inspector	Science	How well is the school led and managed?
			Geography	
			History	
			Art and design	
			Areas of learning for children in the Foundation Stage	

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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London
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is an average size Church of England primary school situated in the village of Wilberfoss, near York. The village has grown in size since the last inspection and there is now a greater turnover of pupils. Most pupils live within the village in private houses. A small number of children from travelling families attend school but the site was closed during inspection and none of these children were present. There are 177 pupils; 98 boys and 79 girls. The school has a 52 part time place nursery. The free school meal figure of six per cent is well below the national average. Ten pupils have special educational needs which is well below average, of which three pupils have statements. Almost all pupils are white and English speaking. Pupils enter the reception class with above average attainment.

HOW GOOD THE SCHOOL IS

This is an effective school and there are several strong features. Standards in English are high and recent improvements are producing above average standards in mathematics. Standards in almost all other subjects are satisfactory. Much of the teaching in lessons seen during inspection was good. However, the work seen in pupils' books indicates that teaching in most subjects is satisfactory overall. Pupils achieve steadily through both key stages and make good progress in English. Most pupils' have very good attitudes to learning and their behaviour is excellent. Management is satisfactory overall. The head teacher, senior staff and governors provide good leadership. However, many of the subject co-ordinators are not sufficiently involved in monitoring and evaluating standards and teaching and learning across the school. The school gives satisfactory value for money.

What the school does well

- Standards are high in English and are above average in mathematics throughout the school;
- Relationships, behaviour and pupils' personal and social development are excellent;
- Teaching is good in the nursery and in Years 2, 5 and 6;
- Provision for pupils with special educational needs is very good and they make very good progress;
- The partnership between parents and the school is very strong;
- The financial and day to day management of the school are very good.

What could be improved

- Standards in science are lower than in similar schools in Key Stage 2 because too few pupils reach the higher levels;
- Co-ordinators, other than in literacy and numeracy, are not sufficiently involved in monitoring and raising standards in their subjects;
- Standards are too low in design and technology in Key Stage 2;
- Assessment is not used sufficiently to ensure that higher achieving pupils are challenged consistently in subjects such as geography and history;
- Children entering the reception class have too few opportunities to select their own activities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in March 1997 standards were good in English and mathematics, satisfactory in all other subjects but there were weaknesses in aspects of science. Since then the school has made satisfactory improvements in addressing the previous issues. Standards are now high in English and above average in mathematics but standards in science are too low with respect to the potentially higher achieving pupils. However, the school has acted positively on the issue to improve pupils' skills in

planning their own science investigations. Standards in design and technology have fallen, partly as a result of less time spent on the subject but the low standards also reflect teachers' lack of expertise in Key Stage 2. The school has acted positively in lengthening the school day to match the recommended teaching time. The need to develop a means of assessing pupil's progress has been suitably met in English and mathematics where pupils now set their own targets for improvement. However, the assessment of other subjects has not moved on sufficiently. The school now has a perfectly adequate health and safety policy.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	A	B	A	B
Mathematics	C	A	C	D
Science	B	C	C	D

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

Children enter school with good attainment. They make good progress in the nursery and steady progress in reception. Children exceed the levels expected in all areas of learning by the end of the reception year, apart from their physical development which is held back by a lack of space in the nursery. The table above shows that when pupils were last tested in 2000 standards in English were well above average. Standards in mathematics and science were average but lower than in similar schools because too few pupils reached the higher levels. Inspection findings confirm the high standards in English. Standards in mathematics have improved and are now above average. The improvements reflect a successful drive to raise the attainment of potentially higher achieving pupils. Challenging targets have been set and reached in both English and mathematics. Standards in science are good at Key Stage 1 but too low at Key Stage 2 because too few of the potentially higher achieving pupils reach the higher levels. Over recent years, standards have remained high at Key Stage 1 but have fluctuated in Key Stage 2 in mathematics and science. This is partly because of the number of pupils arriving and leaving the upper junior classes. However, the school has rightly identified the need to set more challenging work. Standards in information and communication technology are average and the school has kept pace well with national improvements. Standards in other subjects are typical of pupils of primary school age. Aspects of music, such as singing, are high but there are weaknesses in composing and in pupils' work in design and technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils, including those with special educational needs, are very interested in lessons and school activities, keen to learn and take pride in their work.
Behaviour, in and out of classrooms	Excellent; pupils are thoughtful, friendly, helpful and polite.
Personal development and relationships	Excellent; relationships are very positive pupils show initiative, gain independence and carry out their responsibilities conscientiously.
Attendance	Attendance figures are well below the national average but this reflects travellers' children who enter and leave the school frequently. The attendance of pupils who are permanently resident in the area and the travellers' children when they are in school is good.

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 seen in lessons during the week of inspection was mostly good, particularly in the nursery and in Years 2, 5 and 6. However, taking account of the work seen in pupils' books and folders, teaching is satisfactory overall. In subjects such as science, history and geography, potentially higher achieving pupils are not challenged sufficiently in some classes. This prevents them from reaching the standards of which they are capable. Of the lessons seen, six per cent were excellent, 20 per cent were very good, 41 per cent were good, 31 per cent were satisfactory and one lesson was unsatisfactory. There are unsatisfactory elements in the teaching of design and technology because some aspects are not taught sufficiently. Teaching in the nursery is good but when children move into reception, the youngest children are not given enough opportunities to select their own activities. This holds back their capacity to learn independently. The good teaching of basic skills in literacy and numeracy is significantly raising pupils' attainment in English and mathematics. The teaching of pupils with special educational needs is of very good quality. Particular teaching strengths include good management of pupils, the use of questioning to make pupils think and effective teaching methods. For example, pupils are asked to show their answers on white boards so that teachers can check if they are right. These factors ensure that pupils work hard, at a good pace and acquire new skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory and there are good opportunities for pupils to acquire skills in English and increasingly in mathematics. A good range of extra curricular activities is provided. Provision for pupils' health, personal and social education is very good but there are weaknesses in design and technology.
Provision for pupils with special educational needs	Very good throughout the school; pupils who have learning difficulties are identified early and very well written learning plans and levels of support are provided.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good in moral and cultural, satisfactory in spiritual and excellent in social aspects. Topics featuring other lifestyles ensure that pupils learn to appreciate the richness of different cultures.
How well the school cares for its pupils	The school is very caring and pupils are very well looked after. Pupils' progress is carefully assessed and recorded in English and mathematics but not sufficiently in other subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Satisfactory; The head teacher, governors and key stage leaders provide good leadership. Financial and day to day management of the school is very good. There is a strong drive to raise standards and the school seeks to improve itself. However, most of the co-ordinators are not sufficiently involved in monitoring and raising standards in their subjects. This gives rise to weaknesses such as the level of challenge for potentially higher achieving pupils.
How well the governors fulfil their responsibilities	The governing body is well informed and very involved in decision making. They are central in shaping the school's direction.
The school's evaluation of its performance	Assessments of pupils' test scores are carefully analysed, targets are set and action is taken to improve performance. The head teacher informally monitors teaching and takes action to improve it but does not offer staff written feedback.
The strategic use of resources	Very good; The head teacher and governors are resourceful and make use of all available information to seek the best value for the time and money invested. Grants given to the school are used purposefully.

Staffing, school accommodation and resources are all satisfactory overall. The use of learning assistants to support pupils' learning is a strong feature. However, lack of space in the nursery is cramped and severely limits children's physical development. Resources are good in English but insufficient in design

and technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school and make good progress• Behaviour is good• The teaching is good• The school works closely with parents and they feel happy to approach the school• The school is well led and managed• Children are expected to try their best• The school helps children to become mature and responsible	<ul style="list-style-type: none">• A few parents feel that they would like more information about their children's progress.

The relationship between parents and the school is very strong. Inspectors agree with parents' positive views of the school. Concerns about the information parents receive are not justified. For example, there are two parent's evenings, a well-written annual report that contains targets to help pupils to improve and an open invitation to seek help at any time. These are good features.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 Standards by the age of seven are well above the national average in reading, writing and above average in mathematics and science. The national tests results in 2000 presented a similar picture. However, whereas reading and writing standards were higher than in similar schools, standards in mathematics were a close match. In all core subjects, almost all pupils reach the standards expected and a good proportion reach the higher levels. The high standards have been maintained since the last inspection. A significant factor that enables pupils to reach high standards is the thorough grounding in basic skills provided by the Year 2 teacher, particularly.

2 Standards in English by the age of 11 are usually well above the national average and above those in similar schools. The current Year 6 pupils are on course to reach high standards in English again this year. The high turnover of pupil numbers makes it harder for the school to maintain the high standards established by the end of Key Stage 1. However, this is not the whole story. Despite the changing pupil numbers, standards in English remain high whilst standards in mathematics and in science have been below those in similar schools. Over recent years, the work set for potentially higher achieving pupils has not been high enough. This has prevented them from reaching the higher levels of which they are capable. In mathematics, the problem has been recognised and sweeping changes are being made. Challenging targets have been set and achieved. Teachers are now acutely aware of the need to extend the learning of all pupils and the subject co-ordinator is monitoring the changes to ensure improvements are underway. This year, twice as many pupils as last year, are on course to reach the higher levels, bringing up standards to above the national average. Although teachers are aware of the need to extend the learning of potentially higher achieving pupils in science in a similar way, strategies to make the improvements are not yet in place, therefore standards in science are still too low.

3 When children enter reception their attainment is above average. Baseline assessment used as children enter the reception class show that many children have good understanding of letters, words or numbers. Attending the nursery has been of significant benefit. During their time in the nursery children make good progress in extending their number and word skills and their capacity to explore and learn for themselves. In reception, skills such as learning to read and handle numbers are strongly promoted but there are too few opportunities for children to learn for themselves. The day is more structured even though some of the youngest children are not ready to sustain their concentration for the full literacy hour. However, on balance children make steady progress in most areas of learning. By the end of the reception year standards are higher than expected in language and literacy, mathematics, knowledge and understanding of the world, creative and personal, emotional and social development. Standards in physical development, although average, are held back in nursery where the cramped atmosphere allows little opportunity for physical play.

4 Pupils' attainment in information and communication technology reaches the standards expected at both key stages. Pupils achieve steadily and by the age of seven, they can enter information in text or graphic form and modify it. By the age of 11, pupils use information and communication technology to gather, sort and investigate information for a wide range of purposes. They become competent in using the Internet, sending E-mail and in combining information from different sources in presentations, such as their studies of York Minster. Pupils' achievements in art and design, geography, history, music and physical education are broadly typical for pupils aged seven and 11. Very good teaching in Year 5 enables pupils to achieve particularly well in gymnastics and in games skills. Pupils achieve well in aspects of music, such as listening and appraising music and the singing is very good throughout the

school. However, there are weaknesses in the composing aspects of music at Key Stage 2. Standards in design and technology are weak in Key Stage 2, partly because teachers are less confident in the teaching of the subject and partly because the increased time given to literacy and numeracy has squeezed the time available for some of the other subjects. In most subjects potentially higher achieving pupils make satisfactory progress but it could be better. Provision is inconsistent because work is not specifically planned for them in every class in subjects such as geography and history.

5 Work seen during the inspection shows that pupils achieve very good standards in reading throughout the school. The teaching of reading skills, such as word building in Key Stage 1 and reading comprehension in Key Stage 2, is very strong. The very well organised home reading programme gives pupils good opportunities to practice the skills they have learnt in school. Writing skills are also good across the school. Pupils' listening and speaking skills are very good and pupils benefit from the many opportunities to discuss their ideas and explain them to the class. Teachers have good subject knowledge, enjoy teaching English and have implemented the literacy hour effectively. These factors result in high standards of English throughout.

6 Pupils are now achieving steadily in mathematics and developing competence and confidence in the basic skills of numeracy. At both key stages, pupils show sharpness and accuracy in mental calculation. They are increasingly using a wider range of strategies to solve mathematical problems and are adept at explaining their ideas to the class. Potentially higher achieving pupils are now receiving more demanding tasks. The national numeracy strategy has been successfully implemented and is taking effect. Pupils at both key stages show confidence in applying their skills to solve mathematical problems.

7 Almost all pupils in Key Stage 1 achieve steadily in science. They reach good standards by the age of seven in their ability to predict, observe and understand what it means to plan a fair test. Their knowledge and understanding develops smoothly across the different areas of science, such as forces. In Key Stage 2, there have been marked improvements in pupils' capacities to plan their own science investigations. This was a previous inspection issue that has been successfully remedied. However, there remains the question of ensuring that potentially higher achieving pupils are given access to more demanding areas of knowledge and understanding. For example, the current Year 6 pupils struggle to explain ideas such as condensation, electrical conduction or the functions of different parts of a plant. This shows that pupils, as a whole, have not been given sufficient access to the more advanced levels of scientific understanding.

8 One of the major strengths is the staff's determination to promote the learning of all pupils. Given the work still to be done in providing sufficient challenge for higher achieving pupils across all subjects, much valuable work has been done on identifying who these pupils are. For example, able and gifted pupils are identified when they score above set levels on school assessments. These pupils are then moved into a higher class for literacy and numeracy to ensure that they make good progress. Pupils with special educational needs are carefully assessed and their needs are written into precise learning plans. Teachers and support staff, ensure that they understand the work and their learning is well monitored. The good provision helps them make very good progress throughout the school. Similarly, when children from travelling backgrounds enter school, their learning needs are immediately identified and a learning support assistant takes responsibility for helping them and monitoring their progress. There is little difference in the progress made by boys as compared to girls.

Pupils' attitudes, values and personal development

9 Pupils show very good attitudes to their work and their life in school. Their very positive attitudes have been maintained since the last inspection. Pupils respond very well to the school's mission statement of "Learning for life – aiming for excellence". They arrive punctually in the morning and settle

quickly into lessons which ensures a prompt start and a calm working atmosphere. Parents are very sure that their children like school.

10 Pupils of all ages and abilities show enthusiasm for their lessons. They concentrate very well and want to learn. For example, in a lesson on citizenship based on “The real game”, Year 6 pupils showed excellent attitudes, thinking hard about what living and working in a community is all about. Pupils have a strong desire to complete their work to good standards and take pride in the presentation.

11 The behaviour of pupils is excellent, especially in lessons when working either by themselves or together. There have been no exclusions. There is no evidence of bullying. Pupils are confident that isolated incidents have been dealt with very well. Pupils know that teachers have high expectations of behaviour and obviously do as they are asked without fuss. They play together and learn together extremely well. Parents are rightly happy with the high standards of behaviour in school.

12 The excellent relationships with adults and with each other promote learning very well. From the nursery onwards, pupils share and co-operate with each other very well. In a design and technology lesson, Year 4 pupils helped each other when using glue in the construction of a chair. Pupils listen well to each other in class. For example in a music lesson, Year 1 pupils were desperate to play their instruments but waited patiently without distracting those having their turn.

13 The personal development of pupils is excellent. They have the maturity to work independently and unsupervised. One aspect of this maturity is the positive way that pupils accept advice and constructive criticism from their classmates. For instance, in a gymnastics lesson, Year 2 pupils evaluated and commented on each other’s performances. The result was an improvement in jumping, landing and rolling skills. Key Stage 2 pupils keep very good individual records of their own aims and targets, in their personal journals known as “Pupil Planners”. Pupils willingly undertake a wide range of responsibilities, from tidying up in the nursery to acting as prefects in Year 6.

14 All pupils who live in the area permanently have very good attendance. However, attendance rates are well below the national average because on the school’s roll there are a number of pupils who attend school only when they visit the nearby travellers’ site. These pupils also have very good attendance when they are in residence. However, absences occur when families move in and out of the area but their children are kept on roll.

HOW WELL ARE PUPILS TAUGHT?

15 On balance, the quality of teaching and pupils’ learning are satisfactory, but it is good, and sometimes very good, in the nursery, and in Years 2, 5 and 6. Six per cent of the lessons seen during inspection were excellent, 20 per cent were very good, 41 per cent were good, 31 per cent were satisfactory and one lesson was unsatisfactory. These are creditable statistics. However, the good teaching seen in lessons during the inspection was not matched by the quality of teaching as seen through pupils’ work done earlier in the school year, in all classes. In particular, the work provided for potentially higher achieving pupils in Key Stage 2 has not extended their learning sufficiently in science, in geography or in history. This is partly because teachers do not make enough use of assessment to cater for pupils’ different learning needs. However, staff have worked very hard to ensure that all pupils receive challenging work in English and this is based on shrewd use of assessment, such as recording their progress at regular intervals. This is why standards in English are high. Similar determined efforts have been made to challenge the potentially higher achieving pupils in mathematics. The increased emphasis is evident in pupils’ current work and this is raising standards. Some aspects of the teaching of science have improved since the last inspection. Pupils are now taught how to plan and carry out their own experiments. Consequently, pupils’ investigation skills are strengthening.

16 Teaching was judged to be satisfactory at the time of the last inspection and many of the strong features have been maintained. For example, in almost every lesson, teachers expect their pupils to settle quickly and concentrate on their work. Teacher's skills of managing pupils' behaviour are very good in most classes. Just occasionally, in Years 1 and 4, teachers cannot match their colleagues in establishing the very high level of motivation, common amongst pupils in other classes. By Year 6, all pupils take responsibility for their own learning by working without the teacher's direct supervision and setting their own targets for improvement. This is why the teaching in Year 6 is sometimes excellent.

17 Teachers have a satisfactory understanding of how to teach primary school subjects. The teaching of English is very good. Several teachers' love of the subject shines through and they are particularly successful in guiding pupils to learn how to re-examine and redraft their writing to improve it. Recent training has raised teachers' confidence in the teaching of mathematics. Pupils' capacity to learn to calculate mentally has received a boost from the regular 'quickfire' question-answer sessions. Teachers encourage pupils to explain their reasoning and this is helping pupils to solve tricky problems where creative thinking is needed. In other subjects, teachers have satisfactory expertise apart from the teaching of design and technology and the composing elements of music. This is partly why the teaching of these elements tends to be minimal in Key Stage 2.

18 Basic skills, such as reading, writing, calculating and research skills are taught well throughout the school. For example, Year 1 pupils already know how to blend letters to make new words and Year 2 pupils use book contents and indexes confidently. Basic mathematics skills are a priority. By Year 3, most pupils have quick and accurate recall of multiplication tables and the teacher reminds pupils to use this knowledge to calculate answers. In both literacy and numeracy, teachers explain new topics clearly and use questioning skilfully to challenge and develop pupils' thinking. For example, in a Year 4, mathematics lesson the teacher would not allow pupils to give answers without explaining their reasoning. Research skills are taught very effectively in Year 6. This opens many new doors to learning, involving the use of information and communication technology and library materials. Pupils in Year 6 do not wait to be told what to do next. They know how to gather, sort and present information. Independent learning has become a habit and the encouragement to follow up their own ideas, offers potentially higher achieving pupils significantly greater opportunities to extend their learning.

19 Teaching is good in the nursery and satisfactory in the reception class. The nursery teacher takes every opportunity to make children think and increase their learning. For example, during snack time children have to answer questions correctly to receive their snack and then search for their name cards on a table to find the correct place to eat it. Children enjoy these games and are highly motivated to listen intently and to answer successfully. There is a good balance between direct teaching of new skills and children choosing their own activities. This is helped by a card system that regulates how many children can choose an activity. Moving some responsibility to the children in this way enables them to explore and learn for themselves and develop independence. The direct teaching of the class and groups in the reception class is often good but the atmosphere for learning changes too quickly. For example, the classroom organisation and the teacher's preference for whole class teaching restricts children's opportunity to learn for themselves. Their skills continue to develop but often at the expense of their capacity to develop independence.

20 Teachers' lesson planning is satisfactory but the amount of detail varies considerably from class to class. This is because, apart from literacy and numeracy, teachers can choose how to plan their lessons and there is not an agreed format. In all lessons seen during inspection, planning was clear. It was evident what pupils were expected to learn and what they would do to achieve it. However, a disadvantage of the free choice is the missed opportunity for teachers to plan activities to challenge the potentially higher achieving pupils in subjects such as science, geography and history. The best planning is

in Year 6 where it is exemplary. This is because the teacher's file shows a very sophisticated level of lesson preparation for every day of the school year in every subject. The learning aims for the lesson are frequently shared with pupils and discussed before the lesson commences. This helps pupils, in Years 5 and 6 particularly, to understand what they are expected to learn.

21 In almost all lessons time is used efficiently and resources are used imaginatively. Teachers communicate a sense of urgency about the work to be completed and set time targets to extend pupils' concentration. Pupils respond by settling to their lessons quickly. They concentrate on their learning and apply themselves very well. Pupils are encouraged to think for themselves and often ask their own questions. They often use their 'planners' to jot down ideas or bring items into school to contribute to the lesson. These gestures not only show that pupils are following the lesson, but also illustrate their interest in the lesson content. Support staff make a very valuable contribution to pupils' achievements. Pupils with special educational needs are fully integrated into lessons and support staff often sit near them to help them to understand instructions and new ideas. Very clear individual education plans are constructed which explain the next target to be achieved. This helps support staff to understand exactly what is needed. The good provision helps pupils with special educational needs to grow in confidence and to raise their achievement as they move through school. Apart from the months of November to February when the site is closed, pupils from travelling backgrounds attend the school. The speed with which the needs of travellers' children are identified and converted into specific learning plans is impressive. This helps them to learn productively and make good progress during their periods in school. A small number of gifted and talented pupils work with older pupils. In this way they are able to work at a quicker rate and at a higher level.

22 The teaching methods used are flexible and often stimulating. In most classes, pupils use white boards to draft out their answers and to communicate their ideas to the teacher when they hold the boards up. Demonstrations are particularly well used in several subjects. In physical education, for example, pupils are often asked to demonstrate their skills for others to observe and learn from. The same happens in English and mathematics when pupils are asked to explain their problem solving ideas. There is a good balance between direct teaching and pupils finding out for themselves. Teachers try very hard to make their lessons interesting and in most subjects, resources are used imaginatively. In history, for example, visits to places of interest are often the springboard to new learning. These strategies work well and introduce an element of fun in learning. This appeals to pupils. They become very involved and thoroughly enjoy the activities. Without always realising it, they absorb new skills and improve their performance.

23 The use of homework is satisfactory and increases as pupils move up the school. Home reading is very well organised and has a significant influence on pupils' achievements.

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

24 The quality and range of the curriculum provided are satisfactory. This was the case at the time of the last inspection. All subjects are taught and literacy and numeracy are rightly prioritised but this has resulted in a limited range of learning opportunities in some other subjects such as art and design, design and technology and geography. Lack of curriculum time in art and design, geography and history means that standards achieved are similar rather than better than other schools despite some good teaching seen in the lessons. In design and technology pupils do not have the skills they should have by the age of 11. In music, although the quality of singing taught is good, composing is not taught enough at Key Stage 2.

25 The National Literacy Strategy has been very effectively implemented resulting in well above average standards of attainment. Particularly good features are the teaching of phonics and basic writing

skills for younger pupils, very good opportunities for speaking and listening throughout the school and a good range of reading materials in the classrooms and the library. The National Numeracy Strategy has been satisfactorily implemented and opportunities for mental calculation and exploring strategies to solve problems are developing well in most classes. A key issue from the last inspection was the length of the school day. This has been dealt with effectively by increasing the teaching time.

26 All subjects have useful policies to guide teachers in their planning of lessons, but those for the nursery, design and technology, geography and music have not been reviewed to reflect changes in the school and in the National Curriculum. There are particular strengths in the history policy because it provides good guidance, and the policy for information and communication technology is good because it recognises the needs of the higher and lower achieving pupils. The school has adopted the nationally recommended schemes of work for all subjects. These spell out the work to be covered in each class. However these are not always easily adapted to the needs of the pupils in the mixed age classes. The previous plans prepared by co-ordinators, and still referred to in some cases, are of good quality because blocks of learning are broken down into weekly lessons with clear aims.

27 There is very good provision for pupils' personal and social education through early independent learning programmes, opportunities for pupils to sit together and share experiences and feelings, and through a citizenship programme for older pupils. Year 6 take part in 'The Real Game'. This introduction to the responsibilities of the world of work demands a high standard of maturity and independence. Pupils learn to work as a team to solve problems and to win and lose. Healthy living, including sex education and drug awareness, is taught effectively as part of the science and physical education curriculum and through the personal, social and health education programmes.

28 There is excellent use of pupils' 'personal planners' to promote personal development and to help pupils to develop critical self-evaluation skills. Through these, as they get older, pupils start to take responsibility for their own learning as they set themselves goals to achieve and evaluate each week what they have done best and what they could improve. There are often personal goals too, for example before a trip to France one pupil's goal was 'to be brave on the shuttle' and the most difficult part of the trip was 'trying a snail'.

29 The provision for extra-curricular activities is good, and has improved since the last inspection. There is a good range of sporting, cultural and academic activities on offer including football, gymnastics, recorders, mathematics, information and communication technology and two pre-school sessions for pupils with special educational needs. These help to raise standards, especially the information and communication technology club for younger pupils that caters for pupils who do not have a computer at home. These are much appreciated by the pupils and well supported by pupils of all abilities. Lunchtime clubs and booster classes for literacy and numeracy, with special provision for higher achieving pupils, make a strong contribution to pupil's learning. There is a good range of visits within the locality and to other places of interest, including residential visits to France. All these activities are open to pupils with special educational needs and children from travelling families.

30 Equal opportunities are good. Provision for potentially higher achieving pupils is improving and is now good in English and satisfactory in mathematics. However there is scope for further improvement in the provision for potentially higher achieving pupils in science, history and geography. Provision for children from travelling families is good. They are welcomed into school, their needs are quickly identified and help is provided for them from the school and the travellers' education service. Their parents have sent letters of thanks to the school when they have moved on. There is good provision within the English lessons to improve boys' reading and comprehension skills through selective questioning.

31 The provision for pupils with special educational needs is very good. Any problems are identified at an early age and strategies are well thought out to help on an individual basis. In lessons and occasionally in withdrawal groups pupils receive high quality support. For example, they are given small group intensive help to improve their reading and writing skills. Individual education programmes have clear targets for pupils to reach against which progress is reviewed regularly. The provision specified in statements of special educational need and specific programmes, for example speech and language therapy, are fully implemented. These measures are very effective in enabling very good progress to be made. By the age of 11, almost all pupils with special educational needs reach the standards expected in English, mathematics and science.

32 The school maintains good links with business, the church, the local community and neighbouring schools which contributes to pupils' learning. Special consideration is given to the transfer to high school of pupils with special educational needs to ensure this goes ahead smoothly.

33 The nursery provides a good range of curriculum opportunities for children at the foundation stage. Nursery sessions are stimulating, varied and challenging in all areas, apart from the very limited experiences of physical activity either indoors or outside. There is a good mix of instruction and structured play and children are expected to accept responsibility. In the reception class, pupils have good opportunities to learn basic skills but not enough time is allowed for them to choose their own activities. This slows down their capacity to learn for themselves. With their good communication skills, most of the children are able to gain from the direct teaching but they are not able to benefit from the exciting, varied learning environment in the nursery.

34 Provision for the pupils' spiritual development is satisfactory. Collective worship meets statutory requirements and provides a clear message with elements of praise and a time for reflection. There are well-planned assembly themes. Although the messages given are of value, opportunities are missed to relate these directly to the pupils' everyday lives. For example, the story of 'who loves you little beetle' was read enthusiastically but no link was made to how this could influence pupils' behaviour. The weekly assembly planned and performed by pupils is a good feature, promoting well their personal development. There are strong links with the local church community through services and visits from the clergy. Although not specifically planned for, there are sufficient opportunities for pupils to develop spiritual awareness in subjects such as science, English, religious education and music. For example, pupils who visit York Minster write sensitively, describing their feelings about the cathedral.

35 Provision for moral development is very good. It is strongly promoted through the 'LIFE' skills – 'learning, independence, friendship and excellence' which is the school motto. Through this the school builds an excellent framework of values with pupils as part of the process. As a result pupils are very clear about right and wrong and have a moral and social conscience. This is done without an over dependence on rewards and sanctions. Within each class pupils discuss and agree on their own class rules, they are encouraged to state and justify their own opinions. Pupils are helped to appreciate others' efforts and understand and accept constructive criticism, for example Year 6 pupils wrote letters of thanks to the younger pupils for their concert performance and told them what worked best.

36 Provision for social development is excellent, based on first class relationships throughout the school. In most subjects there are opportunities for group work which as pupils get older involves them in discussing issues in a group and reaching a collective decision; for example when Year 6 pupils play 'The Real Game'. Every pupil is valued, respected and trusted and pupils work without direct supervision at breaks and lunch times on the computer or practising their assembly, behaving impeccably and developing responsibility. Older pupils are encouraged to help younger ones to use the computers. Teachers help pupils to maturely consider what they have learnt and how they could improve. There are many opportunities for pupils to use their own initiative, for example to plan an assembly or to decide how to

raise funds for charity. Residential visits both at home and abroad lead to a sense of school community.

37 Provision for cultural development is very good and pupils are tolerant, appreciative and show understanding of their own and other cultures. Pupils enjoy a wide variety of experiences that the school plans. Arising from exchange visits of teachers, pupils write to pen pals in Sweden and America. Visits to places like the Globe Theatre in London and activities such as 'French week' and maypole dancing effectively widen pupils' understanding of other cultures. The school arranges experiences for pupils to learn more about very different cultures. An African storyteller and Indonesian puppet show visit the school. Japanese culture has been studied in some depth and pupils have experienced Japanese music, drama, dance and silk painting. They study mathematics from other cultures as part of the numeracy lessons. They are being well prepared for life in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38 This is a caring school that places a strong emphasis on promoting pupils' personal and academic development. This was the picture at the time of the last inspection. The school makes very good provision for pupils' educational and personal support and guidance. Staff know their pupils very well and encourage them to do their best. Pupils who find learning difficult receive very good support. Good support for higher achieving pupils is now provided and is taking effect in literacy and numeracy. For instance a lunch time 'maths club' is designed specifically to cater for their needs. There are very good procedures, through the "Pupil Planners" to encourage pupils to evaluate their own learning and their personal development. The reward system for good work and behaviour works well and is understood and appreciated by pupils.

39 Procedures for monitoring and promoting good behaviour are also very good and effectively contribute to the excellent behaviour seen in school. Pupils receive clear and consistent messages about what good behaviour is. Teachers have high expectations that pupils will behave well in and out of the classroom. Parents feel the school sets high standards of behaviour that permeate the whole life of the village. The school keeps appropriate records of incidents of unacceptable behaviour although these are extremely rare.

40 There is good monitoring of attendance using information and communication technology and any patterns of absence are quickly followed up. The school has good systems to support pupils who return to school after long absences to help them to settle in quickly again. The school promotes good attendance well through certificates that are awarded each term for full attendance.

41 Procedures for child protection are appropriate and effective. Following the issue in the previous inspection report, the school now has its own health and safety policy that is monitored carefully by the governing body.

42 On balance, the arrangements for assessing pupils' learning are satisfactory. There have been improvements in the assessment of English and mathematics since the last inspection but not in all subjects. Observing, assessing and record keeping is good at the Foundation Stage. It is a feature of the daily routines in both the nursery and reception class. Tests are well used in the nursery to compare standards in the school with those in the rest of the local authority and with children across the country. Suitable procedures for assessing English and tracking the progress of individual pupils are in place in all classes. In Years 5 and 6, the pupils' 'personal planner' is very effectively used to identify, discuss and record targets for improvement, for example, in literacy skills. Similar procedures are in place for mathematics. In Year 6, pupils' assess their own information and communication technology skills but do not yet set themselves targets. The results of national tests and end of year tests are thoroughly analysed and used to identify strengths and weaknesses in attainment in mathematics and English. This information

is used well to try to redress the weaknesses and to set targets for improvement. For example, the standard of writing is not as good as the standard of reading so efforts are being made to improve this. This has involved additional training for the teachers as well as changing some aspects of how writing is being taught.

43 Inconsistent assessment in science is reflected in the standards attained, which are too low for potentially higher achieving pupils. Assessment in other subjects is at a very basic stage. There are examples of good practice, as in physical education in Year 5 where the teacher selects areas to assess and records pupil's progress against lesson objectives. Teachers' 'notepads', used to record how pupils are achieving in every subject are not used consistently. Opportunities are missed to assess the levels of pupils' learning in subjects such as geography and history. This disadvantages the higher achieving pupils because the work provided is not sufficiently challenging. As a result, they do not achieve as well as they should.

44 The assessment of pupils with special educational needs is very good. As soon as a pupil is identified as having difficulties, the nature of the problem is identified and strategies are put in place to help the pupils to improve. Often this is all that is required and the pupil does not need to be put on the special educational needs register. For pupils who have a greater need, a detailed individual programme containing precise targets is written. Progress towards the targets is assessed and recorded regularly and new targets are set termly. Any provision specified in statements of special educational need is implemented well. The assessment of children of travelling families is good. They are assessed as soon as they return to school when the site opens in the March and suitable provision is made for them.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45 The school has very good links with parents. This was a strong feature at the time of the last inspection and has continued. Parents are very supportive of the school's work and ethos. They agree that the school is welcoming and that they are able to visit the school freely to discuss any concerns they may have. The inspection team agrees with all these positive views. Some parents do not feel well informed about how their child is getting on. However, inspection team members agree that the school provides a good level of information through the annual reports and regular parent-teacher consultation opportunities.

46 There is very good involvement of parents in the work of the school. Many parents assist in classrooms, for example, with computers and in supporting lower achieving pupils. They accompany visits and help with extra-curricular activities, such as gymnastics. The school held a party to thank over fifty parents for their regular help in school. Parents provide good support at home, particularly with reading and this helps to raise standards. Parent governors and the Friends of Wilberfoss School offer very good support with raising funds and with practical help.

47 The school provides good quality information for parents. The newsletters are well presented with very good extracts from pupils' work, such as their views on the recent visit to France. The annual reports contain good information on pupils' progress and now include appropriate targets for pupils to improve. The "Pupil Planners" are a very effective means of communication between home and school on pupils' weekly progress and personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48 The management of the school is satisfactory and there are strengths in the leadership which were also recognised at the time of the last inspection. The school provides a very positive climate in which pupils' learning can flourish. The aims of the school are well defined and shared by all. They are

very clearly reflected in the work and the life of the school. The school's mission statement is based on the letters making the word 'LIFE'. The principles of 'Learning' together, gaining 'Independence' and developing 'Friendship' are fully met. 'Excellence' is being achieved in pupils' personal development and the learning of English is moving towards it. However, excellence has not been achieved in other subjects. The governors, head teacher and staff have a clear understanding of the school's strengths and weaknesses. They have a shared vision for the future of the school, as well as a strong commitment to seek improvements. In most subjects, standards have been maintained since the last inspection. The major improvements have been in English, more recently mathematics and in the practical aspects of science. English and mathematics have received much attention and have progressed well. However, some other subjects have not moved on as much as they might have done, particularly the knowledge and understanding aspects of science and design and technology. Whilst attention has been rightly focussed on whole school priorities co-ordinators in other subjects have not been sufficiently involved in ascertaining, monitoring and improving standards in their subjects. For example, they do not see teachers' plans, to ensure good progression from class to class. Teachers have too few opportunities to see their colleagues teach. They do not talk to pupils about their work or examine their books on a regular basis. As a result, inconsistencies have crept in and some have gone unnoticed, such as the lack of challenge for potentially higher achieving pupils in geography and history. Lack of monitoring and evaluation in subjects other than English and mathematics prevents pupils from reaching high standards.

49 Governors are well informed, supportive and take a central part in the decision making. They are enthusiastic, critical friends of the school. They have a very good awareness of how the school functions through regular personal involvement. They are clear about its strengths and weaknesses and articulate their opinions in an open, considered manner. Individual expertise is well used, for example in producing the excellent annual report. They take their new responsibilities for setting targets for the head teacher and the deputy head teacher very seriously. Their targets are challenging and very appropriate to the school.

50 The head teacher continues to promote a very strong ethos, based on very good relationships and teamwork. Staff work very well together. This was evident in the successful adoption of the national literacy and numeracy strategies since the last inspection. New members of staff are provided with helpful support, albeit informal. The head teacher visits classes and shares ideas with teachers about how they are progressing. However, the system is not formal enough. For example, teachers do not receive written comments on their strengths and weaknesses on which to base future targets for improvement. The recently introduced national system of assessing teachers' classroom performance is beginning to provide such information. This has been introduced sensitively to involve all teachers in promoting the learning of higher achieving pupils. English and mathematics are well led and monitored. This is largely why standards are continuing to rise in these subjects. However, the same rigorous measures have not been applied to other subjects.

51 Co-ordination of geography and of children in the foundation stage is hampered by the split site nature of the school. The geography co-ordinator, who also has a responsibility to manage the learning of children in the foundation stage, is based in the nursery. She only visits the main school for the weekly staff meeting. This presents obvious problems for monitoring work in both areas, for example, young children in reception do not have enough opportunities to select their own activities.

52 The senior management team directs and supports the work of the school. It is a strong force for effective decision making. It provides good day to day management of Key Stages 1 and 2. In addition, aspects of the school development plan that apply to each key stage are implemented effectively. The plan is explicit and helpful. Careful consideration is given to what the school wants to achieve and how targets can be made measurable. It is a sharp, clearly focused plan that enables governors to monitor improvements. The priorities it contains are the right ones for the school. Results of the annual

national assessments are carefully scrutinised. Analysis is thorough and shared amongst the staff. Information is used to set targets. For example, the school has identified the need to raise attainment levels of higher achieving pupils, especially in science, although the measures put into place have not had time to impact significantly on standards. One successful initiative has been to give older pupils responsibility for setting some of their own learning goals and for monitoring their own progress. The head teacher and governors and senior staff show a strong desire to improve and move forward.

53 There are good levels of qualified teaching and support staff to teach the full age range represented at the school. Support for pupils with special educational needs is particularly strong. Experienced teachers lead the core subjects. However, one teacher has responsibility for three vital curriculum areas and it is difficult for her to manage all three. Expertise is lacking, however, in the teaching of design and technology and composing in music. In these subjects there are gaps in pupils' learning.

54 The nursery accommodation is unsatisfactory for the delivery of the foundation stage curriculum. The building restricts both teaching and learning opportunities on a daily basis. Space is limited for the more active elements of play. Opportunities for physical exercise are severely restricted for many months of the year. These factors hold back children's physical development. The accommodation at the main school is satisfactory and the level of cleanliness and decoration are good.

55 Financial control and planning are of a very high quality, as exemplified in the recent auditor's report. The day-to-day running of the school is also very efficient and unobtrusive. This is seen, for example, in the careful monitoring of pupils' attendance. The secretary is very efficient and provides a very good level of support for pupils, parents and visitors. New technology is used well and this helps in making the school more efficient. Resources are satisfactory overall, partly because of parents' money-raising efforts, which have supplemented the school's very good resources for literacy. However, resources for design and technology are insufficient.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56 The school has already recognised the need to expect more of potentially higher achieving pupils. The following areas are the issues for improvement.

- (1) Improve standards in science at Key Stage 2 by:
 - Assessing pupils' learning and using the results to set sufficiently demanding work for potentially higher achieving pupils. (Paragraphs 2, 7, 15, 30, 43, 82, 83, 85, 86)
- (2) Involve all subject co-ordinators in the drive to raise standards by:
 - Establishing procedures to enable all co-ordinators to examine teachers' planning, observe lessons, sample pupils' work and assessment results and talk to pupils about their work;
 - Agreeing how the information gathered will be shared and used to make improvements. (Paragraphs 48, 51, 87, 95, 102, 107, 110, 115)
- (3) Improve standards in design and technology in Key Stage 2 by:
 - Providing training for teachers to improve their expertise;
 - Ensuring that the skills of designing and making are taught regularly;
 - Ensuring pupils keep a record of their work for future reference. (Paragraphs 4, 17, 24, 91, 93, 94)

When drawing up their action plan governors should take account of two minor issues:

- Improving the provision for higher achieving pupils in history and geography by using assessment to identify their learning needs and providing work of a higher level of challenge; (Paragraphs 4, 15, 30, 43, 95, 101)
- Ensuring that younger children entering the reception class have more opportunities to explore and learn for themselves. (Paragraphs 3, 19, 33, 58, 60, 61, 63, 64)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	20	41	31	2		

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	52	177
Number of full-time pupils eligible for free school meals	0	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	10

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	45
Pupils who left the school other than at the usual time of leaving	29

Attendance

Authorised absence

	%
School data	6.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	21	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	21	21
	Girls	13	13	13
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	100% (96%)	100% (92%)	100% (92%)
	National	84% (82%)	85% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	21	21
	Girls	13	13	13
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	100% (92%)	100% (92%)	100% (92%)
	National	84% (82%)	88% (86%)	88% (87%)

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
		2000	11	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	10
	Girls	14	12	14
	Total	24	21	24
Percentage of pupils at NC level 4 or above	School	96% (86%)	84% (90%)	96% (79%)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	10
	Girls	14	12	14
	Total	24	21	24
Percentage of pupils at NC level 4 or above	School	96% (90%)	84% (90%)	96% (86%)
	National	70% (68%)	72% (69%)	80% (75%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	167
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	22
Average class size	25.3

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	87

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
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	£
Total income	371,771
Total expenditure	369,179
Expenditure per pupil	1,613
Balance brought forward from previous year	10,761
Balance carried forward to next year	13,353

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	203
Number of questionnaires returned	124

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	40	1	1	0
My child is making good progress in school.	47	45	3	0	5
Behaviour in the school is good.	41	52	3	0	3
My child gets the right amount of work to do at home.	34	52	10	1	3
The teaching is good.	61	35	1	0	2
I am kept well informed about how my child is getting on.	31	48	15	3	2
I would feel comfortable about approaching the school with questions or a problem.	65	28	5	0	2
The school expects my child to work hard and achieve his or her best.	64	32	0	0	4
The school works closely with parents.	45	46	7	1	1
The school is well led and managed.	61	35	1	1	2
The school is helping my child become mature and responsible.	48	48	2	1	1
The school provides an interesting range of activities outside lessons.	31	45	11	2	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

57 Children enter the nursery with skills that are good for their age, especially in speaking and listening. In the nursery and reception children make satisfactory progress overall in most areas and good progress in communication, language and literacy. Progress in some areas of physical development is unsatisfactory. This is due to a lack of space, resources and facilities at the nursery. By the age of five, levels reached by children are above those seen in most schools, except in their physical development. At the time of the last inspection, almost all children in reception had become five years of age. No judgements were made about the provision for young children in reception, however, the good standards in the nursery have been maintained.

Personal, social and emotional development

58 Provision for children's personal and social development is very good in the nursery. From their earliest days, children are expected to take some responsibility for their own learning. They choose some of the work they will do in each session. They develop independent skills by exploring different activities for themselves and in using and putting away equipment. They are encouraged to extend their hygiene and dressing skills. High teacher expectations ensure high levels of behaviour. Children quickly become familiar with daily routines and little time is wasted. They work with high levels of sustained concentration, whether on teacher-led or self-chosen activities. In reception, pupil behaviour and attitudes are equally good. However, children are given fewer opportunities to explore and learn for themselves. This slows down their personal development and limits their potential to take responsibility for their own learning. All children in the foundation stage of learning develop a very real sense of belonging to a community. Children work together harmoniously.

Communication, language and literacy

59 Language and literacy are well promoted in both the nursery and reception. By the end of the reception year standards are well above those expected. Children concentrate very well when given instructions. They show much confidence when speaking in discussions. However, teachers are inclined to seek responses from the more articulate pupils. Most children benefit greatly from parental support. This shows in the maturity with which they listen, speak and write. Children's skills in reading are well extended by the regular help that they receive at home. By the age of five most are beginning to read simple sentences independently. Pencil skills are well developed and letter formation is taught effectively when children are ready. Supplies of writing equipment are easily available and children readily use them.

Mathematical development

60 Mathematical ideas are imaginatively introduced in the nursery through weekly themes such as 'Shapes'. These are investigated in a range of practical activities such as body shapes or play-dough cut-outs. This gives the learning greater meaning and relevance. In reception, less emphasis is given to practical experiences and more time is spent on direct teaching. When this happens the youngest children's concentration levels drop and learning slows down. Insufficient time is given in allowing children to sort, sequence and count, using objects to measure, compare and calculate. In both classes, number songs and games are well used to reinforce the children's learning. Children acquire a good vocabulary of mathematical terms and use them with confidence. All children can count to 10 and many to 100. They use their mental skills well to recognise number patterns. Standards are higher than those expected by the end of the reception year.

Knowledge and understanding of the world

61 In the nursery, children are offered a wide range of opportunities to extend their knowledge and understanding. They use all their senses to explore their world. For example, different foodstuffs are studied (sugar, salt, flour and icing-sugar). Children describe the sounds as they are poured, “Like tinkling bells”. They look to note any differences, rub to feel the varied textures, smell to detect aromas and finally taste them. They design and construct their own models. They gain skills on the computer and many are able to work confidently and independently on simple programs. In reception, learning is mainly linked to the national curriculum. For example, in history, children study kitchens of Victorian times. They watch as the teacher demonstrates objects used when washing (such as the dolly tub and the flat iron). Good questioning enables children to learn well in the lesson. Although their learning is passive and they have fewer opportunities to learn by exploring, their knowledge and understanding of the world is good.

Physical development

62 The physical development of children at the nursery is unsatisfactory. It lacks variety and richness of experience. There is no covered area outside. Children have very few opportunities to run, jump, skip or generally move to express their feelings. Very limited indoor space severely restricts the use of any climbing, hanging, swinging or sliding apparatus. However, children develop their hand-eye co-ordination well. They manipulate tools with an awareness of safety. They pour, fill, compare and empty vessels in the sand and water trays. They build with construction sets and shape with mouldable materials. Children in reception benefit from use of the school hall. However, play with outdoor equipment is insufficiently provided. Consequently children have limited experiences at school of climbing, balancing, riding, pushing, pulling or playing with balls and other apparatus. Some children do not reach the expected levels by the age of five, especially in developing confidence in climbing and balancing.

Creative development

63 Nursery children benefit from regular experiences to promote their creative development. They explore colours through paint and other media. They experiment to create different textures. Many skills, using pencils, brushes, scissors and tools, are developed through daily practice. Imaginations are fired by role-play, based on first hand experiences. Children build up a repertoire of familiar songs and rhymes. Each session in the nursery is rich in such experiences. In the reception class children are taught how to model, draw and paint but they have fewer opportunities to express their ideas and feelings in their own way.

64 Teaching in the nursery is good. Clear planning and recording ensure that children are invariably well challenged. Teaching is especially strong in developing good behaviour and positive attitudes. Equally good is the development of communication skills. Less strong is the promotion of physical development. The nursery is cramped and is not an inspiring learning environment. High windows, walls with peeling paint and separated teaching spaces are unsatisfactory. They limit teaching, learning and display opportunities. Many resources, such as the old building blocks, jigsaws and the small slide, do not make learning an exciting experience. To add to the difficulties, the nursery is on a separate site to the rest of the school. This isolates both the staff and the children. It also makes the co-ordination of provision between the nursery and reception classes difficult to develop and maintain. Teaching in reception is satisfactory. The teacher is a skilled communicator, very good at developing basic skills. However, for much of the school year, children under the age of five work alongside Year 1 pupils. This presents problems for the youngest children. Teaching of basic skills, such as reading, writing and number work is often good but there are not enough regular opportunities for younger children to access a range of practical or self-chosen activities. Consequently, the needs of the very youngest children are least well provided for. The school has rightly targeted the development of foundation stage opportunities in its list of major priorities.

ENGLISH

65 Standards in English are high and higher than in similar schools by the ages of seven and 11. Although standards were judged to be above average at the previous inspection, they have improved further. Pupils of all abilities achieve well. The improvements have been prompted by the very effective introduction of the National Literacy Strategy. Teaching is very good and the extra coaching provided in booster classes is pushing up the standards reached by lower achieving pupils and pupils who join the school in Year 6. Younger pupils are given a thorough grounding in the basic skills needed to read and write well. As they get older they are given an interesting and varied range of writing tasks to improve their skills further. Reading is improved for younger pupils by involving the parents in helping pupils at home. As pupils get older a very good selection of books helps to maintain interest and progress. Throughout the school there is an emphasis on developing speaking and listening skills and pupils are encouraged to share ideas and justify opinions. The co-ordinator has led the subject very well. She has guided teachers and has monitored how well pupils learn in each class. This has been influential in achieving the very high standards. The co-ordinator makes good use of assessment results to find out where there are weaknesses and to do something about them. For example standards of boys' reading have improved and standards of writing are improving.

66 By the age of 11, pupils' attainment is well above the national average. Nearly half the pupils in Year 6 achieved the higher level in the tests and the school met its targets. This is because teachers have high expectations of the pupils and set challenging work to make them think. Targets set by the school for 2001 are slightly lower but are realistic, reflecting the number of pupils who have special educational needs or who have recently arrived in school. Lower achieving pupils and pupils with special educational needs make very good progress. Their difficulties are assessed, their work is adapted to meet their needs and they receive extra support from very capable learning support assistants. For example, a small group of lower achieving pupils in Year 3, receive twenty minutes daily of additional work with a teacher or a learning support assistant that is carefully structured to improve their reading and writing skills. To help raise writing standards further an extra session has been allocated for writing. This is working well, allowing pupils to write at more length than is usually possible within the literacy lesson. Pupils in Years 5 and 6 are beginning to assess their own learning and set themselves goals for improvement. These are discussed regularly with a teacher. This is helping pupils to know where they are and how they can improve.

67 By the age of seven pupils' attainment is well above the national average. In reading and writing all pupils achieved the national average. Nearly half the pupils reached the higher level in the tests in reading, but less do so in writing. This discrepancy has been noted by the co-ordinator and measures are in place to improve the writing. For example, in Year 2, pupils use individual white boards to jot down how they think words are spelt before working out the accurate spelling with the teacher. This is successfully enabling pupils to become more fluent with handwriting and to more accurately relate sounds to letters. Lower achieving pupils and pupils with special educational needs make very good progress to achieve the national average. Speaking and listening skills are fostered in all subjects and pupils are encouraged to talk about their ideas and listen carefully to others.

68 Standards of speaking and listening are very good in Key Stage 1 and all pupils achieve well. Imaginative ideas arise out of discussions about what they read. For example, in Year 1, pupils enjoy the play 'The Little Red Hen'. They read out the parts with expression and some confidence and, in response to well-directed questions, identify most characters as 'unhelpful' while the hen is 'the star'. Year 2 pupils speak clearly and audibly most using well-formed sentences when describing their work or expressing their opinions. In a Year 2 class literacy lesson pupils answer questions such as 'how does the text help you to understand the meaning?' with answers such as "bold letters mean someone's speaking".

69 Pupils continue to develop as competent speakers in Key Stage 2. By the age of 11 their answers show that they listen carefully to the teachers and to each other and take their views into consideration. They discuss their work using a wide vocabulary and speak clearly and confidently in well-constructed sentences. For example In Year 6 a small group discusses their reading of ‘Pandora’s box’ with the teacher. They discuss their ideas maturely for what to include in such a box and justify why. The discussion ranges from mental illness to racism and the teacher uses the situation skilfully to discuss the meaning of words such as schizophrenia.

70 Standards of reading are very good in Key Stage 1. The higher and average achieving pupils enjoy reading and read fluently, accurately and confidently, using different ways to tackle unfamiliar words. They are able to find a word in the dictionary using their knowledge of the alphabet. Lower achieving pupils read more slowly and with some errors. For these pupils extra help is given. Regular practice, both at home and in school, enables pupils of all abilities to make good progress. Home-school reading record books are completed regularly and provide a good record of the progress being made.

71 Standards of reading are very good in Key Stage 2. Pupils become fluent and accurate readers who read for pleasure. They read with expression, tackle unfamiliar words well and understand what they are reading. A love of reading is fostered in school. For example the pupils are in reading groups of similar abilities. Every week they read three chapters from their book at home and prepare, using written guidance, to discuss this in the lesson. All pupils gain great pleasure from this and look forward to it. No-one has yet failed to complete the reading at home. They discuss favourite authors and explain why. Pupils know the library classification and are adept at using this to find books for independent research.

72 Standards of writing are very good in Key Stage 1 and pupils of all abilities achieve well. The best progress is seen in Year 2 where higher achieving and average pupils write well in a variety of styles. They write diaries, letters and book descriptions as well as stories. They write imaginatively and at length and take care with their choice of words. In a thank you letter to the nursery one Year 2 pupil wrote ‘I think it was great because you knew all your words and sang beautifully with the instruments’. The marking in Year 2 is particularly good as it lets pupils know not only what they have done wrong but how they can improve. Handwriting is accurate and legible and full stop and capital letters are usually used correctly. Lower achieving pupils retell a story simply and receive extra help and practice to form letters accurately.

73 Standards of writing in Key Stage 2 are very good. Particularly good progress is seen in Years 5 and 6 because teachers have high expectations, provide stimulating work and employ strategies to help pupils improve such as using a thesaurus or allowing pupils to analyse, improve and re-write work. The oldest pupils’ writing is carefully planned and often fluent and accomplished. They use words imaginatively. For example a Year 6 pupil wrote ‘Their bony figures stooped over their twig-like legs’. They write with empathy about being a chimney sweep in Victorian times. Book reviews are written that clearly encourage or discourage others to read it and they argue their case well. Spelling and punctuation is usually accurate and handwriting is joined-up, clear and fluent. Pupils with special educational needs make very good progress. Extra help is given during discussions so they are able to participate and express their own ideas and other work is adapted for them.

74 Literacy skills are supported well in other areas of the curriculum. All through school pupils are encouraged to read a variety of materials and older pupils use the Internet, encyclopaedias and atlases to research a geography project. In other subjects, for example in mathematics and science, pupils learn to use the correct vocabulary. English work is regularly presented using information and communication technology from Year 1.

75 Teaching is very good across the school although there are variations in teachers' skills. Over half the teaching seen was very good or excellent and there were no unsatisfactory lessons. Most lessons take place in a good humoured atmosphere of mutual respect which encourages pupils to speak out confidently, to be prepared to try new things and to want to work hard. Pupils' behaviour is very good, sometimes excellent, and they are highly motivated by the work set and the brisk pace of lessons. For example in Year 6 the teacher's obvious enthusiasm for poetry and the extremely well researched lesson stimulates the pupils interest in Lewis Carroll and 'The Jabberwocky'. Most teachers plan thoroughly for their lessons and, because they assess pupils regularly, they are able to provide tasks that build on what pupils already know and challenge pupils of all abilities to progress. In Year 1 where planning is not of such a high standard and there are no clear aims for all groups of pupils, opportunities are missed to provide challenging work for the potentially higher achieving pupils in part of the lesson. As a consequence the work produced is not as good as it should be.

76 Teachers use a variety of methods well to help pupils to improve their work. For example, pupils plan stories and poems on sheets that help them to think about the different parts of the story before they write and they use individual white boards to jot down their ideas. They are reminded to use a dictionary or to consult a word list. Learning support assistants provide very good help, especially for pupils with special educational needs, who benefit greatly. Homework is regularly set and supports the teaching well.

MATHEMATICS

77 By the age of seven, pupils reach high standards in mathematics that match those of similar schools. In Key Stage 1, high standards have been maintained since the last inspection. Progress through Key Stage 2 has been slower. Results have fluctuated from one year to the next. This is partly caused by the high turnover of pupils. However, the more influential factor is the relatively few higher achieving pupils to reach higher levels. In this respect, similar schools do better. The problem has been recognised and worked on. Important improvements have been made, such as increasing the level of challenge for higher achieving pupils and analysing assessment results to identify what pupils find difficult. The co-ordinator has led these improvements very well by spelling out what has to be done and monitoring lessons throughout the school to check that all teachers are making the necessary changes. As a result, standards are rising and are now above average.

78 Pupils enter Year 1 with good attainment and achieve steadily. The teacher often designs her own work sheets that build up the level of difficulty effectively. More demanding work is provided for potentially higher achieving pupils and good support is available for those who find learning difficult. This enables pupils to maintain the good standards. Pupils are confident in handling numbers to 20 and apply their learning well to solve simple equations like $X + Y = Z$. The pace of learning increases in Year 2 and pupils achieve well. The level of challenge is high and learning is fun. However, pupils have to think hard. The teacher assesses pupils' learning well and adjusts her questions to match different pupils' capabilities. By the age of seven, virtually all pupils reach the levels expected. They are confident with numbers to 100 and have a secure grasp of the properties of flat and solid shapes. A good number of pupils reach the higher levels.

79 Pupils make satisfactory progress through Key Stage 2 and rapid progress in Year 6. Evidence from lessons seen during the inspection indicates that the rate of progress is increasing. This reflects the successful introduction of the numeracy strategy. Pupils frequently play quick fire question-answer games and this is speeding up their mental calculation. In Year 6, the questioning is particularly good because the teacher introduces different topics such as weight, length, fractions and percentages. This helps to cement in place the use of mathematical terms. Pupils are encouraged to think of different ways to solve problems. In a Year 3 lesson, for example, pupils had to use both addition and subtraction to

work out the answers but it did not matter which operation they used first. Such methods are effective because pupils begin to understand the relationship between numbers and processes. Occasionally, progress lapses in Year 4 when work sheets are not dated or introduced in a clear learning sequence. Careful sequencing of work in the mathematics books is a strong feature in Year 5 and this helps pupils to approach their work methodically.

80 Pupils achieve very well in Year 6. A typical morning begins with a visit to the Maths 2000 Website to download and tackle the problem of the day. This is followed by a fast mental mathematical game before the main part of the lesson begins. At all times pupils are fully extended, thinking hard, discussing the strategies they will use and planning how to approach the problems set. In Year 6 pupils with good attainment have acquired very good independent skills and often work without direct supervision. The work provided for pupils who find learning difficult is adjusted to match their learning needs. The accuracy of match between pupils' different learning needs and the work provided is 'spot on' in Year 6 and other teachers are improving in this important area. Pupils with special educational needs are very well provided for in every class. They make very good progress and with the very good level of support provided, some achieve the levels expected nationally. A very small number of pupils are gifted. These pupils usually work with older pupils in higher classes to ensure the work they receive is challenging. This helps them to make good progress.

81 Taking account of the pupils' work done earlier in the school year and the lessons seen during inspection, teaching is satisfactory. The improved teaching and learning during inspection reflected the way teachers have learnt to set work at various levels to match pupils' different learning. This was less evident in some classes earlier in the year. Teachers have raised their expectations of what pupils can achieve and it is collectively higher now than at the time of the last inspection. A third of the lessons seen were good, another third very good and a third satisfactory. The very good teaching in Year 2 and in Year 6 reflects the teachers' expertise in making learning fun, yet maintaining a quick pace and prompting pupils to share their ideas with the class. Pupils are usually very well managed and this ensures that pupils apply themselves well to learning. Time limits for completing work are often given. As a result, the pace of learning is good. Training in the national numeracy strategy has paid dividends. Teachers have learnt to use effective methods for putting across difficult ideas. A good example of this is the way pupils are asked to write their responses to questions on white boards. This works well in two ways. Pupils have the freedom to explore different approaches and wipe them clean if better ideas emerge. This encourages pupils to explore a wide range of possibilities. More importantly, teachers ask pupils to hold up the boards so that the answers can be seen. This enables teachers to assess learning as it happens and adjust the next question accordingly. Regular assessments are made of pupils' progress and this is increasingly informing teachers of where to pitch the next lesson.

SCIENCE

82 Standards in science are good by the end of Key Stage 1 and are better than at the time of last inspection. However, standards fall below those in similar schools by the end of Key Stage 2 and this represents a drop in standards over time. Although almost all pupils reach the standards expected by the age of 11 too few pupils reach the higher levels. There are three main reasons for this. Science has not been a teaching strength of the school in the past. Teachers have been able to extend almost all the pupils to reach the expected level, but have lacked the expertise to take many beyond this point. Secondly, challenging work is not being set for potentially higher achieving pupils. Consequently, they lack the knowledge and understanding to reach a higher standard. Thirdly, standards of teaching and learning are not examined sufficiently. Consequently progress is not consistent, especially for higher achieving pupils. The school has recognised that improvements are needed and included these as targets in the school development plan. As yet, however, these steps are not raising standards sufficiently in all areas of the subject.

83 An improvement at Key Stage 2 is the development of pupils' abilities to plan their own science experiment. This was an area of improvement prompted by the last inspection and good improvements have been made. Very good training in this area has given teachers much more confidence and skill in developing science investigations. Almost every lesson observed during the inspection focused successfully on this key area of science. However, pupils' learning observed during the inspection was of a higher quality than earlier work produced in many pupils' books last year. Pupils, themselves, are excited by the newly acquired investigation skills that they are gaining. They are enjoying a new sense of challenge. A major reason for this is that teachers are giving them more direct responsibility for their learning. None of the Year 6 pupils have yet reached high standards in their ability to investigate, however, at their present rate of progress, a significant proportion are on course to do so by the end of the key stage. That said, discussions with Year 6 pupils, reveal that the knowledge and understanding aspects of science are equally in need of further development. For example pupils can name some organs of plants, but are unsure of their functions. They explain and use the word 'evaporation', but none are sure of the process of 'condensation' beyond, "Is it when windows steam up?". None can explain what an electrical conductor is. Although these elements are likely to have been taught, pupils are not confident in their understanding.

84 The learning of pupils of all abilities is extended well in infant classes. The basic foundations are well established. Skills are progressively introduced such as predicting, testing and drawing conclusions from the evidence available. This was seen in an experiment in Year 2 to discover which of two toy vehicles would travel further from a ramp. Skilful questioning revealed that pupils were fully aware of what constituted a 'fair test'. Potentially higher achieving pupils use the word 'force' accurately, in suggesting that gravity is involved. Pupils are aware of the need to collect accurate information if questions are to be answered. Good use is made of the children's ability to listen, discuss and concentrate. Skilled support is provided by the well briefed learning support assistant and a parent volunteer. This ensures that all groups are given close support. Probing questions are asked and this is helping pupils to use scientific terms correctly.

85 An analysis of the children's work shows that they begin Year 1 with skills already at a good level. These are developed well through the infant classes, where the influence of the curriculum co-ordinator is most effective. Enquiry skills are well established and work is well matched to pupils' ability levels. Pupils with special educational needs are well supported. High interest levels are generated and satisfactory progress is maintained. Children begin the junior key stage with standards at above average levels but progress is not as consistent. Children in Years 3 and 4 are generally set the same work as others in their class. Those who find the work difficult are given good support. They make good progress to work close to the average standard. However, those who work quicker and have a talent for the subject are not sufficiently challenged. The best progress is seen in Year 5 where they receive a good mix of teacher instruction and open-ended challenges. For example, they are asked to devise a means of weighing air. Work in Year 6 has improved significantly recently. Pupils are now beginning to monitor their own progress, as they assess their own standards against set national curriculum levels.

86 The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2. The main improvements seen during the inspection have arisen from the use of 'planning boards'. These provide pupils with a step by step approach to identify and put in the correct order the factors that ensure the test is fair and that valid conclusions can be drawn. They help to structure the pupils' thinking. This innovation, linked to good teaching, has raised standards of experimental science. It has also raised pupils' interest levels to new heights. Assessment of pupil's learning is not secure and the marking of pupils' work is inconsistent. In some books pupils' work consists of ticks with very few comments to prompt them to improve. The best marking, seen in Year 5, helps to raise the levels of pupils' thinking and understanding. Questions, as well as comments, feature regularly. It is also used to remind pupils of the

high expectations that the teacher has of each individual pupil.

87 Leadership in the subject is satisfactory. The subject co-ordinator is enthusiastic and is leading the drive to raise standards. However, she is much more aware of how the subject is being taught in the infant than the junior classes. No one has responsibility for examining weekly planning in the subject. Lessons are rarely seen to determine strengths and weaknesses in the teaching. Pupils' work is not examined to ensure consistent progress is made across the school. Pupils' progress is not systematically monitored. These factors have resulted in standards not keeping pace with those in literacy.

ART AND DESIGN

88 Standards are typical as they were at the time of the last inspection. Drawing is taught well. All pupils have sketch books in which they are encouraged to experiment with ideas. These are converted to finished artwork later. Year 1 pupils draw face portraits and add colour effectively using oil-crayons. The influence of other artists, such as Renoir and Horsman, are reflected in their pictures. By Year 6, sketches showing bodies in movement are drawn from life studies. Art is occasionally stimulated by visits, for example, to places like the local church. Artists also visit the school for a few days at a time to work with pupils. The work they produce is good; an outstanding example of which is the ceramic work outside the school entrance. All the pupils helped in the design and making of the tiles which illustrate various aspects of the village life of Wilberfoss.

89 Pupils make good progress through the infant classes, especially in Year 2. Here they experience a wide range of work using different materials. These include painting, clay modelling and embroidery work. In Key Stage 2 pupils do not benefit from as wide a range of artistic experiences but achieve steadily. The best progress is in Year 5 where the teacher is skilled, particularly in the use of demonstration. This results in very good progress being made in producing clay pots. Work using pen and ink, three-dimensional work and fabric printing are not developed consistently through the school, largely because of restricted time. In the two lessons observed, and in discussions with pupils, their enthusiasm for the subject was clearly evident. In Year 4, the challenge, to build a model chair inspired a range of very different solutions. Pupils' planning skills were limited, but their ability to improvise helped. Most responded very well to the challenges faced. In this five-week course of lessons, the role of the learning support assistant and volunteer parents is vital. They enable children to think, rather than merely tell them what to do. As a result, the pupils learn much from both their successes and their mistakes.

90 The teaching of art and design is satisfactory. Attempts are well made to link art and design to other subjects. For example, work on Ancient Greece inspired coloured drawing of vases, soldiers and even the head of Medusa. Leadership in the subject is good. A good portfolio of work is being developed. At present it contains mainly work from Key Stage 1 but insufficient samples from Key Stage 2 to ensure that the good work at Key Stage 1 is maintained. All the children in the school are made well aware of the progress they are making. They produce an annual sketch of a plant. This enables them to compare the improvements in line, form, tone and detail as their skills develop year on year.

DESIGN AND TECHNOLOGY

91 Standards in design and technology are too low. This is partly because teachers are unsure of the subject and pupils are not given enough opportunities to extend their learning. Consequently, their knowledge and skills fall behind. There is a plan of work to be covered through the school and useful notes to guide teachers, but these are not followed. Resources are meagre and not easily accessible to all classes. The co-ordinator is new to the school. She has discovered the weaknesses for herself and plans to make changes. However, there is no agreed system of checking how well the subject is taught and or how effectively pupils learn. Until this situation is remedied and teachers receive further training,

standards will remain low.

92 In Key Stage 1 the picture is brighter. Pupils achieve steadily. They begin to acquire skills and to understand what designing and making means. Standards by the age of seven are typical. In Year 1, for example, pupils observe and taste different fruits, decide which they like and then design their own healthy fruit salads. In Year 2, pupils draw simple designs to make a glove puppet and begin to add labels to show details, such as colour and what the eyes are to be made from. The finished puppets resemble the designs closely.

93 Pupils' progress through Key Stage 2 is haphazard and unsatisfactory. Although pupils put one or two samples of work in their folders, they do not have an adequate record to show how design and making skills have been built up. This makes it difficult for teachers, or pupils, to assess how well they are learning. By Year 6, pupils' skills and understanding have not moved on significantly. For example, Year 6 pupils are not accustomed to producing diagrams with instructions to ensure that the steps for making a model are correctly sequenced. They have very little experience of working with different materials, such as wood and textiles. However, pupils in Year 5 have benefited greatly from a bread making week and Year 6 pupils know how to use computers to control moving models such as fair grounds.

94 Teaching is unsatisfactory at Key Stage 2 where there is a shortage of expertise. Some projects have been squeezed out of the curriculum as the time has been slimmed down to accommodate more extensive teaching of literacy and numeracy. This helps to explain why standards have fallen since the time of the last inspection. This is unfortunate because pupils enjoy the subject and see it as exciting. Only one full and one part lesson were seen during the inspection. The Year 6 lesson was satisfactory. The teacher brought in an impressive collection of biscuits and packaging and guided pupils very effectively to observe and record the different designs. However, opportunities were missed to focus on why biscuits and packaging are designed to meet specific purposes, such as cost, ease of handling and attracting the consumers' attention. Pupils with special educational needs have good opportunities to talk through their ideas with learning support assistants and they are encouraged to offer their ideas in class discussions. As a result, they often make better progress than their peers. In the Year 2 lesson, pupils achieved well in their puppet making. They discovered how to use a design template and by concentrating hard, they learnt to sew accurately.

GEOGRAPHY

95 Standards reached are typical and are similar to the time of the last inspection. Although some teaching seen in lessons was good, pupils' achievement is held back by the shortage of time for geography. Pupils' learning is not recorded consistently in the assessment 'notepads' and work for potentially higher achieving pupils is not always provided. These weaknesses are missed because there are no agreed systems in place to monitor the standards achieved throughout the school. The co-ordinator is based in the nursery, which is not on the same site as the school. This makes oversight of what is being taught difficult.

96 In Key Stage 1, pupils achieve steadily and enjoy their lessons. They take part in fieldwork around the village to study features of the local environment. They describe some of the features clearly and express their opinions about them. For example, a pupil in Year 2, wrote, 'I like the beck because I watch the water flow down the river'. They understand maps, talk about the use of different buildings confidently and plot their route accurately. Information and communication technology is linked with geography effectively. For example, pupils program a computerised floor robot to follow directions and move from place to place. This helps them to understand that plans are based on a bird's eye view. Lower achieving pupils make good progress because their peers often help them.

97 In Key Stage 2 pupils continue to achieve steadily. They use a wide variety of sources competently to research information about different countries. For example, they use the Internet, CD ROMs, atlases, maps, reference books and encyclopaedias to gather information. In groups, they decide what it is important to know about a country and how to present the information. They use maps to locate the country and find out the capital city, they use other resources to research climate and customs.

98 The quality of teaching overall is satisfactory. In the two geography lessons observed, teaching was good. However, there is little previous work in pupils' folders to indicate that they are covering all aspects in sufficient depth. In lessons, teachers manage pupils very well and there are high standards of behaviour in classes. Lessons are presented in interesting ways, involving practical work inside and outside school. This maintains pupils' concentration and they work hard. Pupils volunteer information and ask pertinent questions. For example a pupil in Year 2 asked "Why do we have a cenotaph here?". Teachers use appropriate geographical vocabulary. The very good literacy skills, possessed by Year 6 pupils, allow them to make the most of the resources available and to work independently.

HISTORY

99 Pupils make steady progress and achieve standards that are typical for their age as they did at the time of the last inspection. Portfolios of pupils' work show that all aspects of the National Curriculum are covered. Discussions with pupils also demonstrate the high levels of interest inspired by the work. Children build up a clear picture of the past using evidence, such as visits to historical sites. Listening to, and asking questions of visiting speakers, enriches pupils' learning.

100 By the age of seven, pupils are able to contrast their own lives with the childhood experienced by their grandparents. They show a fascination in household objects from the past, such as a wind-up gramophone. They discuss in detail the way that rooms, such as kitchens and bathrooms, have changed. Stimulating resources and imaginative videos bring the past to life for them. By the age of 11, children combine information from different sources, such as books, CD-ROMs and interviews. They also combine their subject knowledge with their imaginations to describe what life was like in past times. For example, they write detailed diaries that contrast the lives of the rich and poor in Victorian times. In discussions, pupils are aware of the main personalities of the period. They are, however, unsure about the factors that led to events occurring. At both key stages there is limited curriculum time available to enable many pupils to study, in sufficient depth, to reach levels above the average standard.

101 Teaching is satisfactory in both key stages but there are good features. Sources of evidence such as artefacts, pictures and buildings, are introduced sensitively to help pupils to build up a picture of the past. Teachers have a secure grasp of the subject and ask probing questions about the different forms of evidence to make pupils think. As a result, pupils are prompted to speculate about life in the past, such as how life began on the banks of the River Nile. This approach engages their interest and stimulates their learning. However, extended challenges for potentially higher achieving pupils are not always provided and this limits the progress they can make. The marking of work is not used to extend pupils' thinking and is often limited to ticks. However, pupils use skills developed in the literacy hour to good effect. For example, pupils in Years 4 and 6 produce rousing accounts of the adventures of Theseus and Odysseus.

102 Leadership of the subject is satisfactory. The co-ordinator has provided a good level of subject guidance for teachers but there are weaknesses in the way the subject is co-ordinated. The good policy document provides clear guidelines for teachers. Resources are very well organised, boxed and catalogued. In addition to the school's own variety of books, videos and posters, many additional artefacts are regularly obtained from the Museum Loans Service. However, the co-ordinator is not required to examine teachers' planning and samples of pupils' work from different classes is not examined.

Consequently, aspects such as insufficient challenge for the potentially higher achieving pupils are missed.

INFORMATION AND COMMUNICATION TECHNOLOGY

103 By the ages of seven and 11 pupils' reach the standards expected for their age. This was the case at the time of the last inspection but the school has moved on by introducing the new Information and communication technology curriculum effectively. The co-ordinator has organised training for the staff, which although not yet complete, has been effective in improving teachers' skills. Although there is no computer suite, resources are satisfactory and most classrooms have at least two computers. These are very well used, in lessons, at lunch times and breaks and in computer clubs. In lessons, new skills are taught appropriately and opportunities given to practice them. Pupils greatly enjoy using the computers and develop confidence and independence in using them, for example, during breaks on a rota basis, where they often help each other. This improves the skills of all pupils. The club for younger pupils caters for those without a computer at home and is successful in helping them to reach the same standards as their peers.

104 Pupils achieve steadily throughout Key Stage 1. In Year 1, most have competent mouse control and they learn to become more familiar with the keyboard. Higher achieving pupils can write their names unaided and edit this using the delete keys and arrow keys. However they are hesitant with the keys and have a tendency to hold down the keys too long. Average and lower achieving pupils need help to write their names. By the age of seven, most pupils can run a program on the computer with reasonable confidence and obvious enjoyment, navigating through an interactive story of a haunted castle. They can use an art program to make pictures using a range of colours, shapes and drawing tools. They are able to control a programmable toy to move around a grid to a garage. They learn to use tape recorders and CD players competently.

105 Pupils continue to achieve steadily through Key Stage 2. They learn to use information and communication technology with increased confidence in a variety of ways to support work in other subject areas as they research information, word process their work and organise data on the computer. For example, in Year 5, pupils learn valuable lessons about how to use 'Search Engines' efficiently as they research local weather. They have confidence and skill in word processing and in presenting the work from different subject areas in a range of fonts, sizes and colours, including incorporating pictures into their text. Most pupils can use computers independently and can save and retrieve their work or access the appropriate programs. At lunch times they log on to the Internet and open their favourite web sites knowledgeably. They use E-mail to communicate with pen friends in other countries. Pupils use a digital camera regularly and demonstrate how effectively when they take photographs of a visit to York Minster, which they print and display. Lower achieving pupils and pupils with special educational needs are helped and supported to enable them to progress well.

106 The quality of teaching and learning overall is satisfactory with some good teaching observed in Years 2 and 5. The one unsatisfactory lesson seen in Year 3 arose because the teacher talked for most of the lesson. This allowed pupils no opportunity to use the recording equipment themselves. Most teachers have sufficient knowledge to provide challenging work for pupils and build on their previous skills to teach new ones. Pupils enjoy the lessons and work very hard. Clear explanations are given and pupils know what is expected of them, understand what they were doing and concentrate on the task in hand. Pupils show a pride in their achievements and in being able to work independently. They collaborate well with each other, taking turns, sharing and helping one another. Year 6 pupils help younger pupils to access the Internet. Good use is made of information and communication technology to support the work in other subject areas.

107 There is not enough monitoring of the teaching or the standards achieved in information and

communication technology. Although the co-ordinator is aware of the differences between classes, weaknesses such as the inconsistent use of assessment of pupils' learning have not been remedied. For example, teachers use notepads to write down significant improvement or difficulties pupils find in completing their work. However, this is not done by all teachers on a regular basis.

MUSIC

108 On balance standards are typical for pupils of primary school age. This was the picture at the time of the last inspection. The quality of singing is good but pupils have little experience of composing their own music, particularly in Key Stage 2.

109 Pupils achieve steadily in Years 1 and 2. They know the names of different percussion instruments and how to play them. Year 1 pupils are beginning to recognise and play a steady beat to accompany a song. Year 2 pupils have good listening skills and can repeat clapping patterns accurately after hearing them once. All pupils love singing, particularly action songs. With help, they can hold their part very well when singing two or four part songs such as Frere Jacques.

110 The good singing continues through Key Stage 2. Singing plays an important part in the life of the school, such as offering praise or creating an atmosphere of calm reflection in school assemblies. Pupils develop a good understanding of musical terms, such as pitch, tempo and rhythm. They talk knowledgeably about different composers and types of music. Their ability to listen to and interpret different moods of music is impressive. They understand, for example, how music is used to set the scene for a tragedy or for a fun event. Their good knowledge has been acquired from different sources such as searching CD-ROMs and celebrating 'French Week'. Despite these strong features, pupils know very little about composing. Although they understand that music is written as a series of notes, they have very little experience of making their own music and using symbols to record their compositions. These weaknesses are missed because teaching and pupils' learning are not monitored.

111 Teaching is satisfactory but singing is taught well. Pupils are reminded to take an upright posture, control their breathing and pronounce the words clearly. The Year 6 teacher demonstrates these skills expertly. The two lessons seen were good. However, pupils are not given enough opportunities to compose their own music for pupils to understand what composing is. This is because some teachers lack confidence in teaching this aspect of music. In Key Stage 1, this is overcome by reading stories and encouraging pupils to select instruments to create a musical picture of the story. In Years 1 and 2 lessons are peppered with fun activities, such as guessing games. Pupils are swept along and the thoughtful way that teachers ensure they all have turns to play an instrument sharpens their anticipation. Teaching in Year 6 is also good. Music is woven into the whole curriculum very purposefully. For example, following a visit to the Globe Theatre in London, pupils are now learning to vary the tempo, pitch and volume of singing and playing to illustrate a dramatic atmosphere, such as the 'Web of Treason' in Macbeth. Pupils with special educational needs are supported well, for example, by asking them to sit next to a good reader to help with the words in songs. Such sensitive handling is common in the school and helps lower achieving pupils to make good progress.

PHYSICAL EDUCATION

112 Standards are typical of those attained by primary school age pupils as they were at the time of the last inspection. However, pupils achieve well in sport, largely because of the good opportunities to play competitive games through extra curricular activities. Pupils with special educational needs are considered carefully and the tasks are often adjusted to meet their specific needs. This helps them to achieve well.

113 Pupils achieve steadily in Year 1. They learn about safe routines such as four pupils to carry a large mat and they learn to control their movements. For example, when the teacher beats a drum pupils stop running and jumping and freeze immediately. Progress accelerates in Year 2 because of good teaching. In Year 2, pupils' co-ordination of movement significantly improves and they begin to judge the quality of their performance and to consciously improve it. This helps them to combine movements in a sequence consisting of vaults, jumps and rolls.

114 Pupils make steady progress through Key Stage 2. In Year 3, all but a small number of pupils learn to swim and, on average, 80 per cent achieve 25 metres. In Key Stage 2 lessons, teachers increase the level of challenge effectively to move pupils on. For example, in Year 3, pupils learn to throw and catch securely and then further their technique by using only one hand. In Year 4, pupils invent their own games, devise rules and practise them before others watch. This is a good feature because it makes pupils think ahead and observe others carefully. It is noticeable how constructive pupils' comments are and how well others respond to criticism. When evaluating another group game, one pupil observed, "It is a good idea to allow only four bounces, because this keeps the game moving". Year 5 pupils make rapid progress in the co-ordinator's class. For example, they learn techniques such as tensioning their muscles to hold difficult balances very firmly and to extend their fingers and toes to add poise and finesse to their movements. Pupils gain skills and understanding through lessons and extra curricular clubs, such as gymnastics. By Year 6, this shows in their work, for example, many pupils acquire good control and balance and are able to perform well-executed head and shoulder stands and bridges.

115 Teaching is satisfactory overall, but good in Year 2 and very good in Year 5. Lessons are carefully planned and pupils are well managed. This helps pupils to work safely and their capacity to plan and demonstrate their own group activities is very good. Most teachers coach new skills effectively but occasionally not enough attention is given to making pupils aware of how they can improve. Similarly, most teachers encourage pupils to watch demonstrations by individuals or groups and draw on their observations to raise awareness of what makes for good quality work. However, opportunities to evaluate and comment on each other's work are sometimes missed. These inconsistencies go unnoticed because the role of the subject co-ordinator does not include monitoring of teaching and learning. However, the co-ordinator leads by example and throws himself into extra-curricular activities. In these respects, his contribution is very valuable.