

## INSPECTION REPORT

### **FYLINGDALES CE VC PRIMARY SCHOOL**

Fylingthorpe

LEA area: North Yorkshire

Unique reference number: 121528

Headteacher: Mrs E. Cowley

Reporting inspector: Mr S. O'Toole  
20891

Dates of inspection: 10<sup>th</sup> – 12<sup>th</sup> July 2000

Inspection number: 193035

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:	4 – 11 years
Gender of pupils:	Mixed
School address:	Thorpe Lane Fylingthorpe Whitby North Yorkshire
Postcode:	YO22 4TH
Telephone number:	01947 880429
Fax number:	01947 880429
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J. Mortimer
Date of previous inspection:	18 <sup>th</sup> March 1996

### INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Sean O'Toole	Registered inspector	Areas of learning for children under five Mathematics Art Information technology Design and technology Religious education	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Patricia Willman	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?
June Turner	Team inspector	Special educational needs Equal opportunities English Science Music Geography History Physical education	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Meridian Inspections  
23, Marlingford Way  
Easton  
Norwich  
NR4 5HA

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The Registrar  
Inspection Quality Division  
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Alexandra House  
33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Fylingdales CE Voluntary Controlled Primary School is located in Fylingthorpe, North Yorkshire and admits boys and girls aged four to 11 from the village and surrounding area. Almost all of the 85 pupils are from white heritage backgrounds. The school is smaller than most other primary schools. The staff have identified 22 pupils with special educational needs (about average) and one has a statement of special educational needs (average). Nine pupils are entitled to free school meals, which is about average. Almost all children benefit from pre-school educational provision. They start school in the September or January of the school year in which they are five. Attainment on admission to the school varies from year to year, the current group of under fives, has average levels of attainment. Since the previous inspection there has been a significant turnover of staff and the headteacher has been in post for about a year. The number of pupils attending the school has fallen by about 10 per cent.

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

This is a school with many strengths. By the time they leave the school almost all pupils achieve at least the levels expected in English, mathematics and science. Most of the teaching is good and it is very good in the reception/Year 1 class. The recently appointed headteacher leads the school well and is developing an effective team with the co-operation of a hard working governing body. The school makes good use of available funds and provides satisfactory value for money.

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

- Standards in reading, mathematics and science are above average overall at the end of the juniors.
- Children in reception make a very good start to school; they are taught very well and attain standards which are better than those expected of five-year-olds.
- Pupils have positive attitudes to school. They have very good relationships with their teachers and each other. Their behaviour is good.
- The quality of teaching is good and ensures that pupils learn effectively.
- Parents are very supportive of the school and make a significant contribution to their children's learning. There are very good links with the community.
- The supportive staff care for pupils well and help to create a friendly and purposeful school.
- The school's provision for music and effective teaching enables pupils to achieve high standards of performance.

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

- Standards in writing are not as high as they should be. Pupils have insufficient opportunities to write extended passages in English lessons and other subjects.
- Pupils have limited computer skills.
- Religious education is not given sufficient attention and standards are below those expected.
- There is some inconsistency in developing skills in design and technology, history and geography, due to insufficient guidance for teachers.

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

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

There has been satisfactory improvement since the school was last inspected in March 1996. Standards in reading, mathematics and science have improved, although more remains to be done in extending pupils' writing skills. There remains a lack of detailed schemes of work for some subjects resulting in inconsistencies in developing historical, geographical and technological skills. Assessment has improved and more account is taken of analysis of test results. There have been significant improvements in the provision, teaching and standards achieved by children under five. The school's achievements in music, art and physical education have been strengthened. Parents' involvement in their learning and the links with the community are even better than previously reported. The school is well placed to build upon its success.

## STANDARDS

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

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

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

The school sets realistic and challenging targets each year in English and mathematics and successfully meets them. The percentage of pupils attaining average standards in the national tests in 1999 is well above average in English, mathematics and science. Comparisons with similar schools are equally as good. Results at the end of the infants show well above average reading standards and standards that are above average in writing and mathematics both nationally and when compared with similar schools. Inspection evidence and preliminary results from national tests in 2000 show that the proportion of pupils attaining the average levels is high but a low percentage attain above average standards. At the end of the infants, standards in mathematics are average and above average in science. At the end of Years 2 and 6 there is wide variation between pupils' performance in reading and writing, and the standards in writing are not high enough. Standards in information technology and religious education are below those expected. The pupils find difficulty in solving complex mathematical problems and limited experience of designing their own scientific experiments. The school achieves particular success in art, music and physical education although pupils' design and technology skills are under-developed. The progress made by children under five is often very good and they attain standards which are better than those expected of five-year-olds. Pupils with special educational needs make very good progress. The rate of improvement in performance has kept pace with the national rising trend in English, mathematics and science.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are well motivated. They concentrate well and listen effectively. They work co-operatively. They take a keen interest in sport and music.
Behaviour, in and out of classrooms	Good. Behaviour of children under five is very good. All pupils move around the building sensibly and contribute much to the school as an orderly community. There is no evidence of bullying and there have been no exclusions.
Personal development and relationships	Very good. There is a good family atmosphere within the school and pupils get on well together. They are considerate, polite and well mannered. They enjoy taking responsibility for tasks around the school.
Attendance	Good. The pupils enjoy coming to school. They arrive punctually. Attendance is above the national average.

Pupils show much interest in mathematics and eagerly compete when answering questions. Pupils have a good understanding of right and wrong and show care for the school and an understanding of their responsibilities in society.

## TEACHING AND LEARNING

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

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

The quality of teaching is mostly good. It ranges from unsatisfactory to excellent. Teaching is most effective in the reception/Year 1 class and in literacy and numeracy lessons throughout the school. There is good teaching in each class. Pupils with special educational needs are taught very well and the contribution made by support staff is a significant factor in the progress they make. Gifted and talented pupils are supported well. Strengths in the teaching include very good relationships, effective development of basic skills, good management of pupils and the well organised use of support staff. Pupils' learning is mostly good and the rate of their development in basic skills is very good in reading and number. Teaching of English and mathematics is good and the staff use the National Literacy and Numeracy Strategies effectively. The teaching was very good or excellent in 42 per cent of lessons, satisfactory or better in 95 per cent with the remainder (one history lesson) being unsatisfactory.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
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The quality and range of the curriculum	Satisfactory overall but good for children under five. There are good extra-curricular activities. However, there are some gaps in developing skills in history, geography and design and technology.
Provision for pupils with special educational needs	Very good. The support staff working with these pupils have much expertise and use individual education plans very well to focus on developing skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Weaknesses in the teaching of religious education hamper the pupils' spiritual development. Pupils are taught effectively how to behave, their responsibilities in society and the value of traditions and celebrations of Yorkshire and other cultures. There is insufficient teaching of world religions.
How well the school cares for its pupils	This is a caring school. Individual pupils well cared for and staff have very good relationships with them. Kind, friendly and firm approach is consistent school is secure and safe. Procedures for assessment are satisfactory.

The school works well with the pupils' parents and involves them effectively. The parents are very positive about the new teacher in the reception class and feel that school has improved recently. Information from test results is not used sufficiently to challenge the more able. Religious education is not taught sufficiently and the subject does not meet statutory requirements. The governors are well aware of health and safety matters and provide a secure and safe school.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher leads the school well and has in a short time established good relationships and a commitment to school improvement. Staff work as an effective team, sharing responsibilities fairly and being supportive of one another.
How well the governors fulfil their responsibilities	The governors are fully supportive of the school and keen for it to succeed and fulfil most of their statutory responsibilities.
The school's evaluation of its performance	The school is improving its competence in analysing test results and identifying areas of strength and development. The teachers have set realistic targets and measures their success in meeting them.
The strategic use of resources	Finances are in good order. Although the school's future plans give a long-term view of development, they are insufficiently focused to provide clear guidance on school improvement.

The school has sufficient teaching staff with suitable qualifications. The contribution made by classroom assistants is very good, particularly in the support given to pupils with special educational needs. The school's secretary is efficient, pleasant and deals with all administrative matters effectively, freeing time for the headteacher for her management and

teaching responsibilities. The school has good accommodation. The governors seek to use funds wisely and pursue best value with regard to purchasing supplies and services.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children enjoy school and make good progress.</li> <li>• The quality of teaching is good.</li> <li>• Behaviour is good and the school helps the children to become mature.</li> <li>• The school is led effectively.</li> <li>• There is a good range of extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• More information about how the school organises classes.</li> <li>• More consistent homework.</li> <li>• Some parents expressed concern about mixed aged classes.</li> </ul>

The inspection team endorses the positive views of parents. Parents are kept well informed about the work of the school. Homework varies between classes and is at its best in the reception/Year 1 class. Mixed aged classes are unavoidable due to the size of the school. The teachers plan well in some subjects to meet the needs of all pupils.

## **PART B: COMMENTARY**

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

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

1. The school has been through significant changes since the previous inspection including changes to two-thirds of the staff in the last year. The previous inspection report indicated that standards overall were about average. The school has improved on this position and the trend over three years has been steadily rising in line with the national improving trend. As a result, standards in English, mathematics and science are better than reported previously. There are variations in performance in national tests from year to year due to the small number of pupils in each year group and the proportion of pupils with special educational needs in each cohort taking the tests. The school sets realistic and challenging targets each year in English and mathematics and successfully meets them. The percentage of pupils attaining average standards in the national tests at age 11 in 1999 is well above average in English, mathematics and science. When compared with schools with similar intakes, this school also achieved well above average standards. Results at the end of the infants show well above average reading standards and standards that are above average in writing and mathematics both nationally and when compared with similar schools. There is little difference between the performance of boys and girls.
2. Preliminary results of the national tests at the end of Year 6 in 2000 and inspection evidence show that almost all pupils, including those with special educational needs, attain the expected levels in English, mathematics and science. About a quarter attain the higher level 5 in English but few do so in mathematics and science due to lack of opportunities for pupils to apply mathematical knowledge to solving complex problems, and insufficient scope for pupils to design and carry out experiments in science. Analysis of the preliminary results in national tests at the end of the infants and juniors shows that pupils do very well in reading but in comparison their writing skills are barely average and not high enough. Inspection evidence shows that infant and junior pupils read fluently and with expression. They understand the main themes in stories and are able to extract information from a variety of texts. Older pupils successfully compare the work of authors and discuss their favourite books confidently. Speaking and listening skills are above average throughout the school. The pupils engage adults in conversation and make good use of their wide vocabulary to discuss issues sensitively and effectively. They are good listeners and show respect and consideration for the views of others. However, writing skills are not as good. Pupils in the infants and juniors have appropriate knowledge of how to spell and use punctuation and grammar effectively. Their skills in writing imaginatively and extended passages are limited. This is particularly noticeable in their work in history and geography where too much reliance is placed on completing undemanding worksheets. The pupils' application of reading skills to their work in other subjects is good as they gain information from a variety of sources and quickly and correctly use reference material. However, limited opportunities to use writing skills such as note-taking, persuasive writing and detailed description hamper progress in literacy.
3. The pupils make good gains in mathematics and by the end of Years 2 and 6 have effective mental arithmetic skills. They have a good understanding of shape and measurement and produce graphs and charts to present data. However, although they solve problems correctly and have a good mathematical vocabulary, few are able to use mathematics to solve complex problems requiring several operations. There is a

similar picture in science where pupils have good subject knowledge and a wide-ranging technical vocabulary. They clearly understand life and living processes and are secure in their knowledge of physical processes and materials. However, they lack skills in designing and carrying out scientific investigations at the end of the juniors.

4. Children under five are taught very effectively. They make good and sometimes very good progress in all aspects of their learning. By the end of the reception year, the children attain levels above those expected for their age. They are particularly effective in the way they learn and their enthusiasm for all aspects of work ensures that they make as much progress as possible. Analysis of their work shows that since the appointment of a new teacher their progress has been very rapid due to the teacher's high expectations and inspiring approach. Children have good skills in language and literacy and understand much about mathematics. They have a wide-ranging knowledge of the world around them and have produced outstanding work about the history of Whitby. Their physical and creative skills are above those expected of five-year-olds.
5. Pupils with special educational needs make very good progress. It is a mark of their achievement and the commitment of the staff working with them that the pupils attain average standards by the time they leave the school. Gifted and talented pupils are supported well. The school's arrangement of mixed aged classes is useful as younger pupils with particular strengths in learning are able to work alongside older pupils. The school provides sufficiently demanding work and makes arrangements for these pupils to transfer to secondary education at the age of 10.
6. In the other subjects there are some strengths and some areas for improvement. Standards in information technology are below those expected for pupils aged seven and 11 and are not high enough. Similarly, pupils make insufficient progress in religious education and standards are below those expected in the syllabus followed by most schools in North Yorkshire. The pupils achieve particular success in art, music and physical education although pupils' design and technology skills are under-developed. Although standards in history and geography are in line with expectations for the pupils' ages there are gaps in pupils' knowledge of maps and their ability to use historical evidence effectively.

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

7. Pupils' attitudes to school, their behaviour and their personal development are good. The relationships they have with each other and with their teachers are very good. The quality of pupils' response to the values promoted by the school has been maintained well since the last inspection. During their time in school the pupils develop a good awareness of the purpose and value of education and become increasingly mature with much to offer the school community. The large majority of parents agree that the school encourages their children to become confident and mature individuals. The pupils' attitudes, values and personal development are strengths of the school.
8. The children who are under five in the reception class enjoy their time at school and have an excellent relationship with their new teacher. They get on well with each other and with other adults who work with them. They arrive at school in good time and settle happily into the day. The children take part in the many varied and interesting activities with enjoyment, applying considerable effort to their tasks. They talk with enthusiasm about what they are doing and clearly express their particular likes and dislikes. In a numeracy lesson, the children listened carefully and were able to answer questions confidently. They follow instructions and listen attentively to each other and to their

teacher. The children have responded well to the classroom routines introduced by their new teacher and their behaviour is very good overall. Parents comment that behaviour in Class 3 has improved significantly this term. They co-operate happily and share resources fairly. They take care of equipment and tidy up quickly and sensibly.

9. Pupils, including those with special educational needs, take part in all aspects of school life with enthusiasm and interest. The large majority of parents who returned the questionnaire prior to the inspection agree that their children like school and the pupils themselves confirmed this. Throughout the school the pupils' response to the structure and challenge of the literacy and numeracy sessions is very positive and this has a significant impact on the standards they achieve in these subjects. They enjoy their science lessons. For example, in a lesson about healthy eating, Years 2 and 3 pupils clearly understand the benefits of a good diet and applied this knowledge to a selection of tasty and healthy menus. Music lessons and the upcoming production of Bugsy Malone have fired pupils' enthusiasm and they perform with skill, confidence and enjoyment. Pupils contribute well to group discussion sessions in all subjects offering a range of interesting ideas and suggestions. They are keen to do their best and are prepared to work hard. Several Year 6 pupils commented that their lessons are not always hard enough and they feel that they could do better. Junior pupils particularly enjoy the good range of extra-curricular clubs and take pride in the sporting success of the school teams.
10. Pupils' behaviour in lessons, around the school and in the playground is generally good. They respond positively to the school's expectations of their behaviour and have a clear understanding of what constitutes acceptable and unacceptable behaviour within the school community. The majority of parents who expressed an opinion prior to the inspection consider that behaviour is good. During the mid-day break, however, behaviour does become unruly on occasion. Pupils are motivated well by praise and try hard to earn the team points for good work and behaviour. They move about the school purposefully and sensibly and, although playtimes are active, no unkindness was observed. Pupils have no concerns about bullying and clearly understand the need to tell someone if they are unhappy. There have been no exclusions.
11. The pupils' personal development is very good and the friendly, good humoured and supportive relationships they have with each other and with their teachers is a particular strength. This creates a happy and purposeful family atmosphere in the school in which each individual feels safe and valued. Pupils carry out their classroom responsibilities sensibly, and older pupils perform a number of important whole school jobs conscientiously, showing good levels of initiative and increasing maturity. The older pupils are very supportive and kind to the younger pupils. They care about each other and generously celebrate each other's achievements. They are particularly proud of their musical and dramatic performances and talk with great enthusiasm about the success of the school in sporting competitions. Pupils are confident, polite, articulate and friendly with adults. They can express their opinions logically about aspects of school life and talk happily about their lives and families. They listen quietly to each other and take differing viewpoints into account in their discussions. They work constructively in pairs and groups in lessons and learn the value of teamwork and loyalty when taking part in competitive sport. When given the opportunity, pupils successfully and conscientiously organise their own work and make independent choices. They take part in fund raising activities and have a good awareness of those less fortunate than themselves.
12. Attendance has been maintained consistently at a level above the national average since the last inspection. Parents take their responsibility to advise the school of reasons for absence seriously and there has been no unauthorised absence in the

current year. Pupils enjoy coming to school, most of them arrive punctually and settle quickly to their lessons.

## HOW WELL ARE PUPILS TAUGHT?

13. The quality of lessons seen was mostly good. They ranged from unsatisfactory to excellent. Teaching is most effective in the reception/Year 1 class and in literacy and numeracy lessons. There is good teaching in each class. Pupils with special educational needs are taught well and the contribution made by support staff is a significant factor in the progress they make. Gifted and talented pupils are given good support. Strengths in the teaching include very good relationships, effective development of basic skills, good management of pupils and the well-organised use of support staff. Pupils' learning is mostly good and the rate of their development in basic skills is very good in reading and number, although insufficient emphasis is given to improving writing skills. In the lessons seen teaching was excellent in 16 per cent, very good in 26 per cent, good in 47 per cent, satisfactory in five per cent and one lesson in history in Years 2 and 3 was unsatisfactory. Teaching has improved since the previous inspection.
14. The teaching of pupils with special educational needs is very good. Teachers plan work which is carefully matched to the pupils' individual education plans and the pupils are clear about what they need to learn to improve. Support staff working with the pupils with special educational needs make a very good contribution to the pupils' progress. Their skills in asking well focused questions are very effective. Good use is made of apparatus to aid understanding. The effective use of resources, insistence on correct presentation of work and much praise and encouragement inspire confidence in the pupils who strive hard to complete tasks quickly and accurately. As a result the pupils attain average standards by the time they leave the school in English, mathematics and science.
15. The teaching of children under five is a strength of the school due to the teacher's expertise, imaginative approach and high expectations. Analysis of the children's work shows that since the appointment of a new teacher the children have made very good progress, particularly in learning basic skills of reading, writing and mathematics. The teacher has much expertise in getting the best from the children through effective praise and encouragement and insistence on high standards. In literacy lessons, there are many opportunities for the children to write extended passages using a good range of vocabulary. The regular practice of new words, consistent use of homework for reading and effective teaching of grammar, spelling and punctuation ensure that the children become proficient learners who achieve well. The teacher sets tasks which have just the right amount of challenge to extend everyone. Much is expected of the more able, and those with special educational needs are given excellent support by the classroom assistant. The teacher skilfully draws out ideas from the children and listens to their suggestions. The brisk pace and clear setting of targets ensures that the children work productively and with enthusiasm. This was illustrated very well through the teacher's discussion in a design and technology lesson where children planned their ideas carefully and were given guidance on how to develop them. A strong focus in the lessons is encouraging children to take responsibility for their own learning by selecting apparatus and sharing ideas and equipment with their friends.
16. Throughout the school, reading is taught well. There is regular practice at home and parents enjoy this way of being involved in their children's learning. The teachers consistently develop the pupils' knowledge of the sounds that letters make and provide many opportunities for the pupils to read aloud or privately. They follow the suggestions

in the National Literacy Strategy well and group reading works effectively. Accurate records of progress are kept and used to guide the pupils on the next step of their learning. Pupils read avidly and with expression, applying themselves to new texts keenly. Some aspects of writing, such as spelling, grammar and punctuation are taught well but there are insufficient opportunities for pupils to write extended passages either in English lessons or in subjects such as history and geography. Regular spelling tests of words learned at home help pupils. Handwriting is taught consistently although more emphasis on joining letters is needed in Years 2 and 3.

17. The teaching of mathematics is good. The teachers follow the guidance of the National Numeracy Strategy effectively. Lessons include opportunities for learning mental arithmetic skills, practising number work and doing practical work such as measuring. However, older pupils have insufficient opportunities to use and apply their mathematical knowledge as the teaching focuses more on gaining knowledge of numbers rather than on experiment, investigation and problem solving. During lessons, the teachers keep track of progress by asking well focused questions and by moving around the room marking pupils' work. Work is set for the different ages within the classes and the worksheets used are helpful. Work is matched well to the pupils' needs and there is sufficient challenge for the more able. Pupils work productively and pay good attention to presenting their work well. At the end of lessons, teachers review what has been learned and use the information to plan the next lesson.
18. Teachers have a secure knowledge of most subjects but lack confidence in information technology, design and technology and some aspects of religious education. The school makes very good use of teachers' expertise in music and as a result the pupils perform at a good level. Strengths in the teaching include effective management of behaviour and a consistent approach to discipline. Teachers and support staff consistently reinforce good behaviour and work through an effective system of rewards. Pupils respond well to this and are keen to please their teachers. There are very good relationships between the staff and pupils and this helps to create a learning environment where all are keen to achieve. Very effective use is made of homework in reception and Year 1; arrangements for older pupils work well but there is insufficient homework in Years 2 and 3. The teachers conscientiously and accurately mark the pupils' work but insufficient guidance is included for pupils on how they might improve. This results in some slow progress in developing writing skills.
19. Most lessons have good pace and this is particularly the case in Year 1 where pupils are given set times in which to complete tasks. Throughout the school, lessons include a good balance between direct teaching, discussion and opportunities for the pupils to practise and complete tasks. Pupils are given clear indications of what is expected and settle quickly to tasks. Independent learning skills are encouraged and pupils have some good opportunities to carry out experiments. For example, in Years 2 and 3 they were fascinated and absorbed as they investigated lung capacity. However, older pupils have insufficient opportunities to design and carry out their own experiments in science lessons. The over-reliance on undemanding worksheets in history in Years 2 and 3 hampers progress in developing historical and writing skills. Conversely in Year 1 the effective use of historical evidence inspired the pupils to produce work of high quality.

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

20. All subjects of the National Curriculum and religious education are taught throughout the school. The curriculum is enhanced through the school's use of visits and visitors to bring interest to the subjects. In addition, the commitment to promoting creative skills

through art and music is given high priority. Some exceptional work with younger pupils on local history helps to make learning very relevant. The curriculum has an appropriate impact on the pupils' academic, social and personal skills and the pupils see it as relevant to their lives. The curriculum is satisfactory overall but there are inconsistencies in the development of skills in some areas of history, geography and design and technology. The provision for religious education does not fully meet statutory requirements, as there is insufficient focus on world religions. The school has successfully introduced the National Literacy and Numeracy Strategies and this has had a good impact overall. However, the teaching of writing skills lacks sufficient challenge and, as a result, pupils' competence in writing is not as high as that in reading. A suitable amount of time is allocated to the teaching of English, mathematics and science. Reading skills are developed consistently through the school and teachers make good use of support staff and the invaluable help of parents. Similarly, the importance of numeracy is emphasised and new approaches to the teaching of arithmetic and regular practice in school and at home have resulted in improved competence in mental arithmetic. However, the organisation of several other subjects into a programme of topic work means that there is insufficient coverage and development in design and technology, history and geography.

21. The curriculum for under fives is good. The recently appointed teacher has a very clear understanding of the needs of young children and plans work very effectively. Particular strengths are in the development of children's personal and social skills, language and literacy and mathematics. Other areas of learning are developed consistently. The curriculum is very relevant to the needs of the children. They enjoy it and make significant gains in learning.
22. The school provides equal opportunities for all pupils and seeks to extend their personal and social skills well. There is an effective programme of health education which includes good teaching about sex and the harmful effects of drugs. Visitors to the school enhance this provision. As a result, pupils make good gains in their personal and social development and become mature and responsible young people.
23. The previous inspection report identified some weaknesses in planning. The school has improved its planning for English, mathematics and science, but the approaches to planning in other subjects are not focused enough and there is some repetition of learning between year groups. For example, skills learnt in history in Year 1 are not built upon sufficiently and there are too few opportunities for pupils to write extended passages in the subject. The school makes some provision for gifted and talented pupils who have been clearly identified. They usually work with an older year group and the school is committed to providing suitably challenging tasks.
24. The school makes very good provision for pupils with special educational needs. The very effective work done by support staff ensures that these pupils make good and often very good progress. The headteacher manages the provision for special educational needs and works very well with the governor responsible. Individual education plans provide good targets for the pupils, work in class is linked to these targets and teachers often spend time with the pupils to ensure that they have understood the work set. Parents are involved effectively and regular reviews involving parents and sometimes pupils ensure that all are clear about the next step in learning.
25. The school has very good links with the community and makes an effective contribution to village life. The high quality musical and dramatic productions are attended well by parents and local people. People within the community regard the school highly and offer support in several ways. Some friends of the school come in regularly to assist



with reading. Good use is made of local expertise concerning the history and culture of the area. The school as yet has not developed links with other schools via the Internet. The video conferencing to assist the teaching of French is used very well and has a good impact on pupils' learning of a foreign language. The school has good links with local churches and the vicar is a regular visitor to school and leads assemblies and takes part in religious education lessons. The school's aims and values are linked to its status as a church school. The school has good links with the local secondary school to which pupils transfer.

26. Overall, the provision that the school makes for pupils' spiritual, moral, social and cultural development is good. Spiritual development is promoted satisfactorily through religious education and assemblies. Pupils are given good opportunities to reflect upon humankind's achievement in history lessons and to develop feelings of appreciation for the work of the voluntary services such as the Royal National Lifeboat Institution. They appreciate the wonders of creation as seen in the world around them in their school, developing a sense of awe through studying the local environment. They are well aware of the powerful forces of nature. They keenly observe wildlife around the school. The school has a clear mission statement which incorporates concern and care for others within a Christian community. Moral values are promoted well. The school encourages good behaviour through a consistent application of rewards and sanctions. Pupils are taught clearly the difference between right and wrong and, from a very early age, have an understanding of the impact of their actions on others. They are taught to care for their environment and respond well by keeping the school clean, tidy and litter free. The staff provide good role models. The school does not tolerate bullying or unkindness. Pupils become confident in a variety of situations because the school promotes social development effectively. Good emphasis is placed on care for one another, responsibility for oneself and others and an awareness of the individual's role in society. As a small school, the staff provide good opportunities for pupils to join in activities, such as residential visits, with other schools. They encourage effective teamwork through sporting and musical competitions. A strength in the good provision for cultural development is the attention given to the traditions and values of the locality. Music and drama are used well to promote collaboration and to broaden the pupils' knowledge of a variety of musical styles and traditions. On the visit to France, pupils go to art galleries and study the work of Impressionists. There is a good range of literature within the school and pupils are encouraged to share their favourite stories and books and to comment on the quality of literature. The school promotes awareness of other cultures and traditions satisfactorily. In geography, they study how people in different parts of the world live. In history, they are taught about the impact of significant personalities on the development of Britain. However, insufficient teaching is provided about world faiths.

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

27. All pupils, including those with special educational needs, are well cared for at school. The good quality of this care has been maintained well since the last inspection and parents appreciate the measures the school takes to safeguard the welfare of their children. Throughout the school pupils' academic performance is monitored well. However, the information recorded is not always used effectively to challenge the more able pupils fully and to raise their attainment to higher levels. Pupils' personal development is monitored and supported very well and pupils become increasingly confident and mature individuals. They receive a satisfactory level of educational support overall and the very good relationships that pupils have with their teachers ensures a good level of individual personal support and guidance.

28. The children who are under five are very well cared for in a happy and well ordered atmosphere. They are given a good introduction to school life and quickly and happily settle into the routines of the classroom. They learn what is expected of them and have adapted very well to the arrival of their new teacher this term. Good work and behaviour is consistently reinforced with praise, and discipline is maintained in a positive, fair and kind manner. In a short period of time the class teacher has gained a very good awareness of each child's individual strengths and weaknesses and plans tasks accordingly. Parents have good opportunities at the beginning and end of the day to speak informally to staff about any small matters of concern and this contributes well to the welfare of the children.
29. Class teachers monitor attendance on a day-to-day basis and would notify the headteacher if concerned about individual attendance or punctuality. Parents take seriously their responsibility to notify the school of reasons for absence and there is no recorded unauthorised absence. Attendance registers are correctly marked and the school secretary compiles the annual attendance statistics which are correctly reported to parents. Registration is quick and efficient and fully complies with legal requirements. The very good relationships between the staff and the pupils ensures that the monitoring and support of their personal development are of a good quality. Pupils say that they would be comfortable talking to their teacher about any worries they may have and this level of communication provides a firm foundation for guiding pupils in their personal development. The school has good procedures for recording and monitoring any persistent instances of poor behaviour and, in such cases, parents are always involved at an early stage. However, there are inconsistencies in the application of discipline during the mid-day break and this has a detrimental impact on the standards of behaviour during that period. Pupils are well motivated by rewards and praise for good work and behaviour and try hard to live up to the school's expectations. Bullying is not tolerated and all staff react swiftly to eliminate any such behaviour. Pupils and parents did not express any concerns about bullying and are confident that the school's measures are effective.
30. The safety and welfare of all the pupils have a high priority in the school. The procedures the school has to govern health and safety are good. An annual whole school risk assessment is carried out by a health and safety professional and fire drill takes place once a term. Provision for first aid is good with an appropriate number of trained members of staff. Records are kept and parents are notified of any minor injuries that have been treated at school that may require monitoring. Elements of personal safety are covered in science lessons and pupils learn the benefits of healthy eating and lifestyle. The headteacher is the designated member of staff for child protection and has received an appropriate level of training. Staff are vigilant in their approach to this aspect of care and the school follows locally recognised guidelines. Prior to the inspection, a few parents spoke of their concern that pupils were not always supervised on the playground at the beginning of the day. There is a rota for staff to supervise pupils from 8.50 each morning. However, on occasion the duty member of staff is waylaid by parents wanting to speak to them briefly at the beginning of the day and this results in a lack of supervision. Whilst the school is fully committed to being easily available to parents, the safety and welfare of the pupils are of paramount importance.
31. Pupils with special educational needs are supported well by staff and take part in all aspects of school life. Appropriate external agencies are used regularly and pupils receive a good level of support, both personal and academic.
32. The school has satisfactory procedures for assessing the performance of its pupils. The school complies with requirements to test the pupils at ages seven and 11 and reports the results to parents. There is some analysis of the results, but the information

is not used sufficiently to plan work which is matched to pupils' needs. The exception is for those pupils with special educational needs where well-focused targets are written, programmes of work are set and the teachers and classroom assistants frequently review progress. Children under five are assessed on admission to the school. The new reception teacher has used this information very effectively to plan work. Her own records and assessments of children provide a good model in using test results and observations to challenge the children. There is a discrepancy between the teachers' assessments of pupils and national test results at the end of the infants. The school is aware of this and has begun to check pupils' work more carefully in order to assess results more accurately. The school accurately predicts the percentage of pupils attaining average standards in the national tests. However, insufficient rigour in assessing pupils' ability means that work is not planned to challenge pupils to achieve the higher levels.

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

33. The school successfully promotes a very effective partnership with parents and this has a good impact on the work of the school and on the children's attainment. There are many opportunities for parents to become involved in school life and in their children's learning. Parents have very positive views about the work of the school and the large majority are supportive and value the good educational opportunities provided. This good partnership with parents has been maintained well since the last inspection.
34. The quality of the information provided for parents about the school is good. Both the prospectus and the governors' annual report for parents contain useful and interesting information about the school and its achievements. The quality of the children's annual reports for this academic year is good, although the school does not report the under fives' attainment and progress in relation to the areas of learning. The text is helpful and constructive and gives parents useful information about their children's progress. Specific targets for improvement are clearly identified. The school offers parents two opportunities during the year for formal consultation and parents can also make an appointment to discuss the annual report if they wish. Parents are also regularly reminded that they can always arrange to talk to teachers or the headteacher if they have any concerns about their child's progress. Regular letters and newsletters are sent to keep parents up-to-date with activities taking place, and information about what their children will be learning is sent out each term. The school provided parents with the opportunity to attend a briefing about the introduction of the National Literacy and Numeracy Strategies.
35. Parents of pupils with special educational needs are fully involved in the decision making process at a very early stage and are kept well informed about the needs of their children. The school is committed to involving parents in their children's learning and in the life of the school. Although there are some inconsistencies, the majority of parents are happy with the homework their children are given and are keen to help them at home. This has a positive impact on individual attainment. There are currently no regular, formal ways in which parents' views about school life are fed into the decision making process and this restricts the impact of their involvement. The school values the commitment of the parents who regularly help in class. Their contribution is of particular benefit to the pupils' reading skills. Many parents willingly volunteer to accompany the children on visits and the practical support given to creating the scenery for the production of *Bugsy Malone* is outstanding. The staff and headteacher successfully endeavour to make parents feel welcome in the school and are always available to help resolve any concerns they may have. Parents responded positively to the introduction of the home school agreement. Successful fund raising activities are

organised by the hard working parents' organisation and the funds are used well to improve pupils' experience of school life.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

36. There have been significant changes at the school since the previous inspection. The headteacher has been in post for almost a year and a new member of staff has been appointed this term. The school has made satisfactory improvement since the previous inspection, having dealt effectively with some of the issues raised, although more needs to be done in some key areas. These include developing useful guidelines for teachers in information technology, religious education, design and technology, history and geography so that skills in these subjects are developed consistently between each class. There has been improvement in standards in English, mathematics and science at the end of the infants and juniors. Particularly good progress has been made in extending pupils' reading skills. The successful introduction of the National Literacy and Numeracy Strategies has had a beneficial impact on the quality of teaching. Teaching has improved and there is a much higher proportion of good lessons. The provision made for the under fives is better than that reported at the previous inspection and the children make good progress. The school sets realistic, but challenging, targets to raise standards in English and mathematics and is successful in meeting them. Although the school's future plans give a long-term view of development, they are insufficiently focused to provide clear guidance on school improvement.
37. The headteacher has a teaching commitment which occupies most of her time. She balances this well with administrative work and in overseeing the work of the staff. She provides clear educational direction and has a strong commitment to building on the strengths of the school and remedying its weaknesses. The other staff support her well and the way in which they work together has helped to move the school forward during this academic year. However, more needs to be done. There are gaps in managing the curriculum effectively to ensure that pupils are given learning opportunities which build on their previous knowledge and understanding. The staff review pupils' work, but do not use the results of their assessments sufficiently to challenge the more able pupils. As a result, although almost all pupils attain the average levels in English, mathematics and science, few achieve beyond this.
38. The school has a positive ethos in which all are valued and in which good behaviour and attitudes are fostered well. The governors are fully supportive of the school and keen for it to succeed. They work hard and have been involved in suitable training to extend their skills. Several of the governors have been appointed recently but they share this enthusiasm and commitment. The governors are aware of where the school is doing well and areas in which it needs to improve. These are indicated in the school's plans. However, the plan lacks a sharp edge, there are no criteria to measure how successful the school has been, responsibilities are not allocated and although there is a long term view, timescales to meet the school's objectives are not clear. Governors monitor the work of the school through their frequent contact with parents, attendance at meetings and they receive monitoring reports from the local authority. A particular strength is the way in which the governors support the work done with pupils with special educational needs. They allocate additional funds and have determination to provide the best possible support available. The governors fulfil most of their statutory responsibilities. However, requirements for the teaching of religious education are not met. Governors are aware of this and as part of their plans intend to remedy the situation as soon as possible.

39. The school's finances are in good order. Through prudent spending and careful planning the governors have accumulated a surplus. These funds have been reserved to continue to provide support for pupils with special educational needs and additional support for the headteacher in fulfilling her duties. When making decisions the governors carefully weigh costs and seek to provide best value in the supplies and services they buy. They have begun to look at ways to compare the school with other local schools in the curriculum they provide and the standards attained. Funds for specific purposes are used wisely and have resulted in a good improvement in the provision of books for literacy. The governors are well aware of the fluctuating number of pupils who attend the school and through careful financial planning have minimised the effect this has on the number of staff working in the school. The school's most recent audit shows that financial control systems are secure. Minor recommendations in the report have been dealt with.
40. The school has sufficient teaching staff with suitable qualifications. The governors are very careful in their choice of new appointments, seeking to provide staff with a wide range of skills and expertise. They have been particularly successful in their most recent appointment, the teacher for reception children. The staff seek to improve their skills through regular attendance on courses. They share their knowledge with colleagues at staff meetings. Staff new to the school are given good guidance on procedures and are made to feel very welcome. As a result they settle very quickly. The school achieves a suitable balance between personal staff development and the overall needs of the school. There is some specialist teaching of music and an effective link with another school provides good opportunities for the pupils to learn French. Support staff work very well with the teachers. The contribution made by classroom assistants is very good, particularly in the support given to pupils with special educational needs. The school's secretary is efficient, pleasant and deals with all administrative matters effectively, freeing time for the headteacher for her management and teaching responsibilities.
41. The school has good accommodation which includes a small hall and an additional work area which is used occasionally for art and for information technology. The school's grounds and immediate vicinity are used well to develop the pupils' awareness of the environment and for physical education. A hardworking caretaker keeps the building clean and tidy. The school has adequate resources for most subjects, although a wider range of maps and historical objects are needed. There are sufficient computers, although these are not always used to their best effect. There are good resources for English and the library is large for such a small school. The books are of good quality and well cared for. The governors and staff have improved the resources for children under five and there is a small play area although a shortage of some large equipment.
42. Taking into account:
- The pupils' average attainment on admission to the school:
  - The costs of educating the pupils which are higher than the national average but not significantly different from other small schools:
  - The progress made in English, mathematics and science:
  - The good quality of the teaching:
  - Some gaps in the curriculum and inconsistencies in developing some skills and knowledge:

The school provides satisfactory value for money.

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

43. In order to build upon its success and develop further following a time of upheaval through staff changes, the headteacher, her colleagues and the governors should:

### **Improve the quality of writing by:**

- Providing more opportunities for pupils to write extended passages in other subjects:
- Making more effective use of literature to exemplify different styles of writing:
- Insisting upon good handwriting throughout the school:
- Using homework more to provide time for pupils to extend their writing skills:

(The school has identified writing as a priority in its development plan).

(Paragraphs 2, 3, 13, 16 – 20, 27, 37, 51 – 54 and 57)

### **Raise standards in information technology by:**

- Providing more consistent opportunities for pupils to use computers in other subjects:
- Developing teachers' confidence and skills through in-service training:
- Providing a consistent approach to developing pupils' skills and ensuring that teachers take account of what pupils already know:

(The school has identified this priority in its development plan).

(Paragraphs 6, 18, 41, 61, 70, 71, 77, 79 - 82)

### **Improve the provision, standards and teaching of religious education by:**

- Ensuring that statutory requirements are met:
- Following the syllabus recommended for schools in North Yorkshire:
- Extending teachers' knowledge of the subject:
- Ensuring that sufficient time is given to the subject in each class.

(The school has identified this priority in its development plan).

(Paragraphs 6, 17, 20, 36, 38 and 89 - 91)

### **Improve consistency in developing skills, knowledge and understanding in history, geography and design and technology by:**

- Providing effective guidelines for teachers to plan their work, taking account of what pupils already know:
- Reducing the use of undemanding worksheets:
- Ensuring that teachers build consistently on what has already been taught.

(Paragraphs 6, 13, 16, 18 - 20, 23, 36, 54 and 76 - 78)

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL.**

Extend opportunities for pupils to use and apply their mathematical skills more effectively:  
(Paragraphs 58 and 63)

Provide more opportunities in the juniors for pupils to design their own scientific experiments.  
(Paragraphs 66, 69 – 71, 78 and 81)

Improve the school's plans for development. (Paragraphs 36 and 38)

Ensure that reports for the under fives include details of their progress in the foundation stage. (Paragraph 34 )

Improve consistency in the use of homework. (Paragraphs 18 and 63)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	17

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
16	26	47	6	6	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	85
Number of full-time pupils eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	22

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	4.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	11	3	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	11
	Girls	3	3	3
	Total	14	13	14
Percentage of pupils at NC level 2 or above	School	100 *	93 *	100 *
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	10	10
	Girls	3	3	3
	Total	14	13	13
Percentage of pupils at NC level 2 or above	School	100 *	93 *	93 *
	National	82 (80)	86 (84)	87 (85)

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

\* Figures not published due to small number of pupils taking the tests.

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	7	9	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	8	8	8
	Total	14	14	14
Percentage of pupils at NC level 4 or above	School	88 (69)	88 (81)	88 (69)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	6	5
	Girls	8	8	8
	Total	11	14	13
Percentage of pupils at NC level 4 or above	School	69 (69)	88 (81)	81(82)
	National	68 (65)	69 (65)	75 ( 71)

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	85
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

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

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

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	28:1
Average class size	28

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

Total number of education support staff	2
Total aggregate hours worked per week	38

### ***Financial information***

Financial year	1999/2000
	£
Total income	160,242
Total expenditure	159,548
Expenditure per pupil	1,923
Balance brought forward from previous year	10,486
Balance carried forward to next year	11180

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	85
Number of questionnaires returned	28

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	4	0	0
My child is making good progress in school.	61	39	0	0	0
Behaviour in the school is good.	29	68	4	0	0
My child gets the right amount of work to do at home.	46	39	7	7	0
The teaching is good.	75	25	0	0	0
I am kept well informed about how my child is getting on.	57	32	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	14	7	0	0
The school expects my child to work hard and achieve his or her best.	57	43	0	0	0
The school works closely with parents.	61	32	7	0	0
The school is well led and managed.	64	36	0	0	0
The school is helping my child become mature and responsible.	71	21	4	0	4
The school provides an interesting range of activities outside lessons.	71	25	0	0	4

### Other issues raised by parents

The under fives make a good start to school  
 More able pupils are given sufficient challenge.  
 Some concern about mixed aged classes particularly between Years 2 and 3  
 There were mixed views about homework and a few parents felt that it was insufficient.  
 Parents would like to be better informed about changes in organisation

**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**

44. The children under five are taught in the mixed reception Year 1 class. They are admitted to school in the September or January of the academic year in which they are five. At the time of the inspection, all children were five. Since May the children had a new teacher and they have coped very well with the staff changes. Progress since May has been good and, in some areas, notably language and literacy and knowledge and understanding of the world, has been very good due to high calibre teaching. By the age of five, almost all children attain the expected levels for their age in their creative development. In all other areas, which include language and literacy, mathematics, knowledge and understanding of the world, physical development and personal and social skills their attainment is above that expected for five year olds.
45. The children soon settle into the routines of school life. By the age of five they are confident in working on their own, in small groups and in contributing to class discussion. This is due to the effective teaching and the good provision of opportunities for independent learning. The teacher achieves a good balance between direct teaching and opportunities for the children to learn independently. The children are eager to explore new ideas, for example, in their work on Whitby, they write imaginative and interesting stories about local characters. They are sensitive to the needs of others and play happily together. They take good care of resources and also collaborate well when using computer or when engaging in creative play. The children are aware of their responsibilities to be polite to adults and to each other and remember to use "please" and "thank you" as appropriate. They clearly understand what is right and wrong.
46. By the end of the reception year the children have good reading and writing skills. They are effective listeners and speak audibly and clearly in different situations. They have made very good progress in their last term in the reception year and the more able write extended stories using a wide range of vocabulary. They have a developing understanding of the use of capital letters and full stops. Most of the children write short sentences and describe events in their daily lives with humour and accuracy. Their handwriting skills improve well as the teacher regularly practises letter formation. The teaching of language and literacy, and particularly of reading skills, is good. There is a strong focus of practising the sounds that letters make and opportunities to build words. The teacher uses a good range of books and other written materials to stimulate the children's interest. They respond with enthusiasm in story time and love listening to poems and rhymes.
47. The teaching of the mathematical area of learning is good as there are many and varied opportunities to use apparatus engage in practical tasks and also record simple sums correctly. The teacher has a thorough knowledge of the children and has made good use of assessment to plan work which is matched to the range of abilities in the class. Very good support is given to those children who lack confidence in mathematics. The children make good improvement and attain standards which are better than those expected for their age. They recognise patterns of numbers, can count in twos and count to 100. The more able understand addition and subtraction signs and calculate using numbers up to 10. They make good use of a number line to practise their skills of adding on. Their knowledge of the names of shapes is good and they are able to

sequence a mixture of shapes in the correct order. They know the value of some coins and enjoy taking part in role-play activities in their shop.

48. The children attain standards which are better than those expected for their age by the time they leave the reception class. They have made rapid and effective progress since May due to the very effective teaching. Teaching is often inspirational, particularly in developing the children's awareness of local history. The quality of written work is much better than that normally seen and reflects the high levels of motivation and enthusiasm for the subject engendered by the teacher. The children know their locality well and describe their route to school and where they live. They know the key features of their area and in their work on computers design a small town with appropriate shops, houses and other amenities. In science, children understand how humans and other living things change and develop. They recognise changes in their own bodies since they were babies, know about healthy eating and the importance of exercise and hygiene. They name the main parts of plants using scientific vocabulary correctly. In technology they use construction toys well to make recognisable models. They also plan model shops using labels in their diagrams and show a good awareness of a range of materials.
49. The pupils make good progress in their creative development and attain the levels expected of five-year-olds by the time they are five. They paint recognisable self-portraits correctly positioning facial features. They know how to mix colour and to use blends and tints. They know the names of colours and how to make green using yellow and blue. Their observational drawing skills improve well and they take care when shading and using crayons to colour in. They play happily together in the role of shopkeeper in their post office, taking the part of customer and shopkeeper using appropriate language. They enjoy singing and concentrate well ensuring that they keep together. They listen attentively to sounds recognising the different effect a variety of instruments and objects make. The teaching is good. There are a wide range of opportunities for the pupils to explore colour, shape and texture. The teacher emphasises imaginative vocabulary well and this is reflected in the children's creative approach to writing stories.
50. Despite the limited range of equipment for outdoor play, the children make good progress in their physical development and attain levels which are better than those of the average five year old. In physical education lessons in the hall the children move confidently and imaginatively. They compete keenly when playing simple games with balls and bean bags. They move energetically and sustain activity for a long period. The teacher encourages them to notice how their body changes when they are involved in exercise. She highlights good examples of movement and control and the children copy these and make good gains in their learning. The wide range of activities provided helps the children to show good control in bouncing and catching balls and in passing accurately to a partner. Although the hall is small, the teacher makes very good use of the space available and excellent discipline ensures that the children are safe, secure, on task and work productively.

## **ENGLISH**

51. In the 1999 national tests at the end of Year 6 the pupils attained standards which were above the national average. Inspection evidence and preliminary results of national tests 2000 show that all pupils attain average standards and about a quarter attain the higher level 5s. The pupils' performance in reading is much better than writing. The variation between inspection judgements and the 1999 national tests is due to a

different group of pupils particularly as the cohort is small and there are a higher proportion of pupils with special educational needs. Improvement over the last three years have kept pace with the national rising trend. Pupils with special educational needs make good progress. Standards are at least high enough in reading but pupils do not have sufficiently high attainment in writing. The school has recognised this and has suitable plans to narrow the gap. At the end of the infants the results show a similar pattern with reading being better than writing. Few pupils attain the higher level 3 in writing. Overall standards in writing are not high enough. Pupils with special educational needs make good progress in relation to their prior attainment and achieve average levels by the time they are eleven.

52. Attainment in speaking and listening is above average at the end of the infants and the juniors. Pupils speak with confidence. Year 1 pupils listen carefully and make good responses to stories. They initiate discussion in class, ask questions and express their answers carefully. Pupils throughout the school have a good range of vocabulary and speak in grammatically correct sentences. They adapt their vocabulary to suit the occasion, using formal language appropriately when speaking in public. Opportunities to speak to a larger audience in drama have a beneficial effect on pupils' skills and development. Pupils read out their work in class and explain their views clearly and confidently. In Year 6 pupils explain their views on a proposed by-pass and include persuasive vocabulary to enhance their arguments. All pupils improve their range of vocabulary and make good progress because teachers create good opportunities for pupils to give their views.
53. By the end of Year 2 reading is well above average. Pupils read confidently and with very good expression. Year 1 pupils are able to identify the features of a book and know about authors. They can make predictions about the story and explain their enjoyment with enthusiasm. They use key vocabulary like author, illustrator and genre accurately. Year 2 higher attaining pupils tackle a newspaper article with confidence and respond well to the learning of difficult vocabulary. They begin to use inference and deduction well and enjoy the challenge of a difficult text. Infant pupils make good use of non-fiction in the classroom. By the end of Year 6 attainment in reading is well above average. Pupils benefit from good parental support for reading and parents and friends of the school who come into school regularly. Pupils read independently for enjoyment and to find information. There is a good range of books in the library. However, there are some shortages of contemporary fiction to enhance the choice for the most able. By the end of Year 6 pupils have very good skills of skimming and scanning. They locate information and understand the power of different language as in the nature of persuasive language in a newspaper article. However, opportunities are missed to link the good levels of reading with writing by using different published styles of writing as a model for the pupils' own writing.
54. Attainment in writing for seven-year-olds is barely average. Progress has been slow until recently, when in reception and Year 1 pupils have been given more opportunity to write about events as in the study of *Whitby* and the writing of postcards to pupils in another school. There has been more attention to linking reading and writing and to pupils learning about an audience and purpose for their writing. Expectations have in the past been too low and higher attaining pupils have failed to gain the higher levels in the national tests at the age of seven. Pupils have made good gains in spelling, handwriting and the writing of simple sentences. In the juniors attainment in writing is limited. Progress is satisfactory in the development of the key skills of spelling, handwriting, sentence writing and paragraphing. However, pupils have limited opportunities to extend and refine their work through drafting. Writing of both fiction and non-fiction is not used sufficiently to provide a model for the pupils' own writing. Expectations remain the same for pupils in Years 4, 5 and 6 with the result that pupils do not attain the higher levels of writing in national tests. The exploration of more

advanced vocabulary and sentence construction together with the characteristics of different styles of writing is underdeveloped. Insufficient use is made of thesauruses. Pupils have insufficient opportunities to discuss their writing and to critically reflect on how it can be improved. Pupils do not learn the features of different text types and so are unable to extend their own writing. Opportunities are lost for extended writing linked to other subjects like history and geography where undemanding worksheets hamper progress. By the end of Year 6 pupils use a range of punctuation effectively and have a good level of spelling and grammar. There is inconsistency in the quality of marking and it is not used enough to help pupils know how to improve their work.

55. Pupils behave well and they have good attitudes to learning. They are well mannered and courteous to adults. When they are challenged as in as in the reading of a newspaper report in Years 2 and 3 they respond particularly well and show good enthusiasm and interest in their work. In Year 1, writing to pupils in another school stimulates pupils. They write accurately and at length and their response is very good. They respond well to being the centre of attention in the author's chair and enjoy the critical appraisal of their work by others. Similarly Years 4, 5 and 6 respond well when they discuss proposals for a new bypass. In lessons where there is little challenge or insufficient opportunity for discussion pupils work satisfactorily but without the high levels of response of which they are capable. Insufficient opportunities are provided for collaborative work or for group discussion where pupils can adopt leadership roles and speak to the wider class audience.
56. The quality of teaching ranges from satisfactory to very good and is good overall. Where the teacher has very good subject knowledge the lessons are very well planned and the work is challenging, pupils respond well, make good progress and achieve high standards. This is the case in Year 1 where pupils write stories based on an adventure in space. Good questioning by the Year 1 teacher encourages the use of appropriate vocabulary and extends pupils' ideas. Teaching in a lesson in Years 2 and 3 lacked this sparkle as pupils were given undemanding tasks and insufficient guidance on how to write for a purpose. Pupils are not guided sufficiently on how to improve their work through using a wide vocabulary and different forms of sentence construction. Teachers mark pupils work regularly but do not always make use of opportunities to show pupils how to improve and do not plan time for drafting and refining work to make it better. Assessment is not used effectively to plan lessons and to set work that will challenge pupils progressively to reach higher levels of attainment.
57. Teachers have received training for the National Literacy Strategy but lack sufficient skills on how to develop writing. There is not enough attention given to monitoring of writing. Planning together, discussion and the evaluation of pupils' work are not used fully to develop learning throughout the school. The library accommodation is good. The regular teaching of library skills and its use in other subjects is insufficiently developed. There are good resources for reading. A small number of books are out of date, unattractive and in need of repair. There are insufficient thesauruses and dictionaries available. There is a lack of non-fiction literacy books to be used in the teaching of styles of writing. There has been an improvement in reading and speaking and listening since the last inspection. Writing has improved in Year 1 but there has been insufficient development in the rest of the school. The headteacher and staff recognise the need for its improvement and have plans to move it forward.

## **MATHEMATICS**

58. Standards in mathematics have improved since the previous inspection due to more effective teaching, the successful introduction of the National Numeracy Strategy and the more rigorous learning of mental arithmetic strategies. Progress for all pupils,

including those with special educational needs and for gifted and talented pupils, is good in number work and shape, space and measures and satisfactory in investigation and in data handling. In the 1999 national tests at the end of the infants, pupils achieved above average standards when compared nationally and with those schools with similar intakes. At the end of the juniors, results were well above the national average and well above those of similar schools. Preliminary results of national tests in 2000 show that almost all pupils at the end of Year 2 attained the average level, but few are working at the higher level 3. Similarly, at the end of Year 6, all pupils attained the national average, but a very small proportion attained the higher Level 5. The school has done well in supporting pupils with special educational needs so that they attain average standards. However, in using and applying mathematics there is insufficient challenge in the teaching and this hampers the pupils' attainment. Over the last three years the school has kept pace with the national improving trend in mathematics.

59. Teachers encourage pupils to use their numeracy skills in other subjects. This is particularly so in science where in Year 2 pupils read thermometers, scales and make graphs to present their work. In Year 1 pupils estimate accurately. Older pupils gauge how much paint they will need to paint their models and make suitable use of timelines to show their understanding of chronology. In the geography work they are able to read coordinates.
60. By the age of seven, pupils have a secure understanding of addition, subtraction of numbers up to 100. They begin to use simple multiplication and division and the more able apply these operations when solving simple problems. They make good progress in developing mathematical vocabulary and respond quickly in the introductions to lessons to teachers' questions involving a range of terms. The pupils measure accurately and most are competent in using centimetres. They recognise and name most common shapes and understand that some shapes are symmetrical. The pupils collect information about favourite foods and colours and produce suitable bar charts to present their work. More able pupils interpret diagrams and have a good understanding of scale and proportion. Some effective use is made of computers to present data.
61. By the end of Year 6, the pupils have a good working knowledge of mathematical vocabulary and understand most common signs and symbols. They organise their work well and present it effectively, often giving reasons for their answers. The pupils' skills in calculating, both mentally and using pen and paper, are developed consistently and pupils have a working knowledge of most multiplication facts. They understand the importance of the position of numbers and this aids them in their work on decimal fractions. Most pupils estimate accurately and some use the result of their estimates to check their work for accuracy. Progress in shape, space and measure is appropriate and the pupils have a secure knowledge of the names and properties of two and three-dimensional shapes. They understand how shapes can be turned and remain symmetrical and find areas by counting squares. The more able understand the formula length times breadth to find area. Pupils understand that information can be presented in several ways. They are able to interpret graphs. In their work on probability they make good use of terms such as "mode" and "median" and are able to find the average from a set of numbers. However, computers are not used sufficiently to support their work in mathematics.
62. The pupils are competent mathematicians and usually present their work well. Their behaviour in lessons is good and during the introductions they respond keenly. They maintain concentration well and are willing to have a go at solving problems. Some pupils select their own resources and take care of them well.

63. The quality of teaching is mostly good and subject knowledge has benefited from the introduction of the National Numeracy Strategy. Teachers plan lessons well and their successful planning means that skills learnt at the start of the lesson are often reinforced as part of the main focus of learning and then reviewed at the end. The teachers manage behaviour well and make good use of praise and encouragement. In Year 1 the gentle humour and pleasant, but well focused manner fills the pupils with confidence and results in well paced learning. In the other classes, effective use of resources and apparatus ensures that the less confident pupils feel secure and are able to work at a sufficiently demanding level. Many examples of teachers providing individual support to pupils were observed during the inspection. However, some of the work set is too easy for the more able pupils. Homework is used inconsistently. There are some very good examples of pupils' homework in the Year 1 class and parents are encouraged to be involved in their children's learning. There is a strong focus on mental arithmetic and regular practice of multiplication tables. Pupils are expected to respond quickly to questions and regular tests of their knowledge of multiplication facts promote effective learning. The use of time at the end of lessons to review what has been learnt provides useful information for the teachers to assess the pupils' understanding. This information is often used to plan the next lesson, although more rigour is needed in matching tasks to the needs of the more able. Teachers correct the pupils' work regularly and accurately. In some books there are positive comments to encourage the pupils, but marking is rarely used to set targets for improvement and, as a result, pupils are unsure of what to do next.
64. The teachers work together in planning the mathematics curriculum and have successfully implemented the National Numeracy Strategy. There has been some monitoring of teaching, but insufficient focus on checking the consistent development of skills, knowledge and understanding between the classes. The school has sufficient resources to support mathematical development, although the range of software available is limited.

## SCIENCE

65. In 1999 the national tests show that at the age of eleven pupils attained standards which were well above the national average. Nearly half of the pupils achieved the higher level 5. Preliminary results for national tests in 2000 and inspection evidence show that all pupils attain the national average but few attain the higher level 5. Yearly variations are due to the small cohort and, in 2000, more pupils with special educational needs. Teacher assessments at age seven show that nearly half of pupils achieve the higher level 3. Inspection evidence confirms that pupils make good progress in science throughout the infants and satisfactory progress in the juniors. Pupils with special educational needs make good progress.
66. Most areas of science are covered very well and successfully allow all pupils to achieve average levels as the programmes of study are covered very thoroughly. However, pupils have few opportunities in Years 4, 5 and 6 to carry out investigations and use a range of recording methods. Attainment in investigative science is average by the age of 11. Pupils have insufficient opportunities to design their own experiments and higher attaining pupils are insufficiently challenged. Pupils make good progress in learning scientific terms and their use of a range of scientific vocabulary is good. Pupils in Years 2 and 3 have very good opportunities to carry out investigations but this early work is not extended higher up the school. In Year 2 whilst experimenting on lung capacity pupils record their results and consider the need for a fair test. Such practical experiments enable pupils to compare results and understand the significance of their findings. They have a secure understanding of how to design and carry out an experiment and are introduced to graphs and tables.



67. Throughout the school, pupils have above average attainment and make good progress in their understanding of life processes and living things. Year 2 and 3 pupils know about healthy bodies. They name the internal organs of a body and know what living things need to help them to live. Year 6 pupils have good knowledge of flowering plants. They know the scientific terms and can explain the plants' function. They understand the feeding relationships between plants and animals, habitats and food chains.
68. Attainment in materials and their properties by the end of the juniors is good. Pupils have good knowledge of solids, liquids and gases. They know about changes and that some changes can be reversed. Years 3 and 4 can explain about dissolving. By the end of the infants, pupils recognise a range of materials and their properties. They understand the terms heavy and light and have conducted a floating and sinking experiment. The rate of progress is slower in the juniors when some of the work is similar to that done earlier in the school.
69. By the age of eleven, attainment in physical processes is satisfactory. Pupils have some knowledge of friction and electricity, for example, but their understanding is limited by insufficient opportunities for investigative work. Pupils can fill in circuit diagrams on worksheets but lack practical skill in the application of their knowledge.
70. Progress is good in the knowledge aspects of science. The use of investigations and information technology to represent data is underdeveloped by the end of Year 6. Higher attaining junior pupils lack sufficient experience to achieve higher levels in the national tests. Pupils learn rapidly in the infants when there are high expectations. Progress is limited when work is repeated in subsequent years without taking account of the skill level and starting point of pupils.
71. The quality of teaching is good overall with some very good and some satisfactory teaching. Teaching is particularly good in the infants with Year 1 and 2 pupils. These teachers are good at motivating pupils and have high expectations, as a result, there is a sense of excitement about learning and pupils' response is good. This is the case in the investigation on lungs in Year 2. Pupils are keen on their work, answer question enthusiastically and show very good attitudes to learning. In some lessons an over-reliance on undemanding worksheets results in a lack of rigour in learning. Insufficient attention in Years 4, 5 and 6 is given to different ages and levels of attainment in the class. This leads to underachievement for the higher attainers and repetition of work. Pupils' work is marked but rarely includes comments on how their work can be improved. Often diagrams and labels are poorly presented. Pupils throughout the school have too few opportunities to write up their investigations and insufficient links are made to the development of writing skills and the extension of thinking through writing. Little use is made of information technology for researching information and presenting data. Insufficient time is spent on planning and assessing. Resources for science are satisfactory.
72. There has been some improvement since the last inspection but there is an imbalance between the teaching of scientific knowledge and opportunities for investigative work. Staff have plans to review the curriculum and have introduced a new scheme of work to support teachers' planning of lessons.

## **ART**

73. The standards in art have improved since the previous inspection. Standards are above those expected for seven and eleven-year-olds and the pupils make consistent and good gains in their learning. The quality of teaching is good. Teachers provide a good range of opportunities for the pupils to experiment with different media, to appreciate the work of famous artists and to express themselves creatively. Much of

the artwork is linked to topics in history and geography, but there is a good balance achieved in the teaching of skills and techniques. Pupils, including those with special educational needs, make good progress. Much of the evidence was gained from analysing pupils' work, discussions with them and observing lessons. The pupils in Year 1 paint effectively making successful use of their skills in mixing colours. They understand how to achieve tone, texture and form and are aware of the effects of light and dark on their paintings. They seascapes include a successful blend of hues and show their good skills of observation and co-ordination. In Years 2 and 3, the pupils improve their skills of observational drawing. They work in observing fossils and skeletons and in representing them using pastel and pencil are of good standard. There is some direct teaching of skills by supportive adults who ask well focused questions and encourage the pupils to observe keenly and to record their observations carefully. The pupils enjoy using clay and make interesting models of penguins.

74. The older pupils build on these skills and develop a good understanding of the work of a range of famous artists. The teacher uses visits to art galleries and museums to inspire the pupils' enthusiasm for art and to guide them on styles and techniques. On their visit to France, the pupils studied the work of the Impressionists and the quality of their work in the classroom is good. Work linked to history topics on Ancient Greece enabled the pupils to compare the materials available in the past and compare them with the wider range of media available today. Pupils make satisfactory use of the computer to study gods and goddesses and then represent their characteristics on painted vases and plates.
75. Pupils enjoy artwork and work productively and carefully. They take responsibility for getting out and clearing away resources and respond well to their teachers' suggestions on how to improve their work. The teachers have a suitable knowledge of the art curriculum and plan appropriate opportunities for the pupils to develop skills consistently. Lessons are well organised and planned carefully. Teachers make good use of a variety of objects and prints to stimulate the pupils' interest. The range and quality of resources has been improved since the previous inspection and pupils' work is displayed effectively.

## **DESIGN AND TECHNOLOGY**

76. One lesson was observed in design and technology in Year 1. Other evidence includes discussion with pupils, observations of their work and scrutiny of planning. The pupils, including those with special educational needs, do not make sufficient progress in designing and making. The standards attained are below those expected for seven and eleven-year-olds. No judgement was made on standards in the previous inspection report, but there have been improvements in resources. Much of the work in design and technology is linked in topics in other subjects. This is partially successful in enabling pupils to make a variety of models, but key elements of design and evaluation are neglected. The exception is in Year 1 where pupils carefully consider the range of shops available in a small town, study how they have been built and plan designs for their own shops, taking into account attractiveness and access. They discuss their work with enthusiasm and talk confidently about the materials they will use. They understand how to make best use of materials and the effective teaching provides just the right amount of guidance and instruction to enable pupils to make choices effectively. In Years 2 and 3 pupils have made simple models of Roman catapults using wood. However, little account was taken of design and pupils made insufficient headway in extending their first ideas. There is some evidence of the use of clay in most classes. However, pupils make their models before considering design. Clay models are appropriately formed and shaped using a suitable range of tools. Pupils add

attractive detail. The teachers lack a detailed knowledge of the subject and the absence of a well structured scheme of work means that skills are developed inconsistently.

77. In discussions about their work, the pupils talk with enthusiasm but they have a basic lack of knowledge of technical vocabulary. They know how to use tools safely although there are insufficient opportunities to shape and perfect models. The school's approach to planning work in design and technology as part of topics helps to broaden pupils' awareness of those topics but does not do enough to extend their design and making skills. Computers are not used sufficiently to support the pupils' work.

## **GEOGRAPHY AND HISTORY**

78. Due to the school's timetable, no lessons in geography were seen during the inspection, but it was possible to observe some history lessons in both infants and juniors. Discussions with pupils and scrutiny of their work show that standards in both history and geography are in line with those expected for pupils aged seven and 11. Although progress is satisfactory overall for all pupils including those with special educational needs, there is some variation in the rate of progress in each class. Progress is at its best in Year 1 where inspiring teaching enables pupils to write their own imaginative accounts following a study of Whitby. In Year 1 pupils are introduced in a simple and practical way to sources of evidence and are enthusiastic and interested in their work. In the Year 2 infant class and in the juniors pupils have satisfactory attitudes to their work. However, written work lacks pride and care. There is an over-reliance in both history and geography on undemanding worksheets which limit opportunities for pupils to extend their understanding and achieve higher levels of thinking. Pupils in the juniors fill in missing words and write labels in their Roman work. However, during discussion pupils have little understanding and can remember little of what they have learned. In history, pupils have some understanding of chronology by the age of seven, but they are unable to talk about the Romans or the significance of Florence Nightingale. In Years 2 and 3 much of the work relies on the colouring of worksheets. In geography, pupils in Year 6 learn about Robin Hood's Bay. However, they are not sure why settlements are developed and they have a limited knowledge of mapping. Marking is weak in the infants and in the juniors and does not give ideas to pupils on how they may improve their work. There are limited opportunities to link English writing skills with history and geography. Drafting is not used in the juniors and this limits the pupils' opportunities to extend their work and make progress. Little progress has been made since the last inspection in developing sufficiently focused guidance for teachers on improving skills, knowledge and understanding. There are insufficient resources for both subjects.

## **INFORMATION TECHNOLOGY**

79. The strengths mentioned in the previous inspection report regarding video conferencing for the teaching of French to the older pupils have been maintained. The school has a wider range of computers and there are more opportunities for pupils to use computers in their work in other subjects. However, progress in developing skills, knowledge and understanding of information technology is unsatisfactory for most pupils. Pupils with special educational needs have good opportunities to use computers and the support provided by classroom assistants helps them to make good gains in their learning about the subject and applying it to their work in English. Standards in information technology are below those expected at the end of Years 2 and 6. This term the progress made by Year 1 pupils has been very good due to effective teaching and a strong focus on developing basic skills. The teacher provides good opportunities for the

pupils to produce graphs, make creative use of programs to design and make pictures of a town and to develop competence in loading, saving and printing their work.

80. Unfortunately, these skills are not built on successfully through the school. Teachers have limited knowledge of the information technology curriculum and the absence of an effective scheme of work and opportunities to teach the subject consistently mean that pupils make insufficient progress. In Years 4, 5 and 6 the pupils enjoy their contact with another school using video conferencing. They make good gains in their learning of French through this approach. By the end of the infants, the pupils have limited skills. They are unsure how to change fonts, to correct their work and to use the computer for control. They successfully input information to create charts and graphs and print their work.
81. By the time they leave the school the pupils have experienced each aspect of the information technology curriculum, but in insufficient depth. Many have computers at home, but there are limited opportunities for pupils to develop their skills in lessons. They often type their English work into the computer, but this is a writing exercise rather than one which develops word processing skills. They use some appropriate software to improve their historical knowledge, for example, of Ancient Greeks. Several pupils know how to access the Internet, but this facility is not widely available for pupils' use. Pupils understand and compare the effectiveness of computers with other forms of communication and know that information technology has a significant impact on the world in which they live. However, their ability to make decisions using computer simulations is limited.
82. Pupils enjoy using computers and maintain concentration well. They collaborate effectively using each other's ideas successfully. Some pupils take responsibility for preparing computers for use during the day and they take this responsibility seriously. The teaching in Year 1 is very good and the teacher has a secure subject knowledge, encourages the pupils to work quickly and accurately and keeps a check on performance. She uses the information well to plan the next stage in learning. In the other classes teachers' knowledge is variable. Some lessons are planned to include information technology, but there is insufficient attention paid to the direct teaching of skills. Teaching overall is unsatisfactory due to lack of confidence, insufficient guidelines for teachers and limited resources. Suitable records are kept of pupils' use of the computers, but there is no effective way of measuring the pupils' skills. As a result progress is not as good as it should be.

## **MUSIC**

83. The good standards attained at the time of the previous inspection have been maintained and improved in the infants. Music is a strength of the school. Pupils make very good progress throughout the infants and standards are above average in relation to those expected by the time that pupils are seven. The good progress is maintained in the juniors and by the time pupils are 11 they are able to tackle such demanding music as that in Buzzy Malone. Standards by the time the pupils leave the school are above those expected of 11 year-olds. Many pupils play a musical instrument and their skills are enhanced in the school band. Very good progress is made by pupils with special educational needs. The music teacher's expertise extends the skills and enjoyment of all pupils.
84. Specialist and very effective music teaching is used well within the school and results in consistently good gains in learning. Years 2 and 3 are very enthusiastic when accompanying a poem with sound effects. They know the names of instruments and

can talk about the sounds that different instruments make. Pupils have good knowledge of pitch and the properties of tuned and untuned instruments. They compose music to represent the sounds of a ghost. They are competent in performance. Pupils sing in tune and, by the age of 11, perform to a high standard. There is a very good blend of performing and listening and appraising. An area for development to enhance the already good teaching is the opportunity for pupils to collaborate in small groups when composing.

85. There is an extensive range of instruments including those from other cultures, which are used well. Extra-curricular clubs enhance the curriculum. Pupils, at the age of 11, interpret music and make up their own dances. They play in the school band and skills are combined very successfully in the production of Bugsy Malone. The pupils have pride in their performance. They perform with much success in music festivals. The school celebrates the pupils' achievements by producing good quality recorded tapes which are available for parents and others.

## **PHYSICAL EDUCATION**

86. During the inspection the only activity observed in physical education was games in Year 1. However, scrutiny of teachers' planning and discussion with pupils shows all aspects of the curriculum are covered. The school has improved its provision for the subject since the previous inspection and there is a particular strength in swimming. The school achieves good success in competition against other schools in athletics, swimming and football. There are opportunities for pupils to take part in traditional and creative dance. Standards at the end of Years 2 and 6 are above those expected. On this basis and the observation in Year 1 teaching is good overall. All pupils, including those with special educational needs, make good progress. They talk keenly about their work in physical education and recount in detail what they have learnt on residential visits.
87. In the Year 1 lesson very good progress was made by the pupils. Objectives were made very clear to them and they show a good understanding of the need to follow instructions clearly. There was a good blend of demonstration and explanation enabling pupils to develop very good skills of dribbling and controlling the ball. By the age of seven pupils are expected to be able to improve their performance. They have good awareness and control of space. Their attitudes are very good. They are respectful of others and respond very well to the teacher. They have a very good understanding of the need for healthy bodies. Good links are made with the science curriculum in helping pupils to understand the need for exercise and a balanced diet. Although no swimming lessons were seen, records show that by the time pupils leave the school they can swim at least 25 metres in a variety of strokes and have a suitable awareness of water safety. The school's swimming programme is for pupils in Years 2 and 3 to extend further pupils' prowess in swimming, the school takes part in swimming competitions and achieves very good success against other schools.
88. No lessons were seen with pupils in Years 4, 5 and 6. However, discussion with pupils shows a full range of physical activities are available to them. They display clearly sporting attitudes and an appreciation of others' talents and abilities, taking pride and pleasure in competition. There is a very good range of extra-curricular activities which includes netball, football, rugby and dance activities. These have a good impact on performance. The school has a very small hall, but teachers make the best use of the space and also many activities outside. Equipment and resources are good. They are well-maintained and pupils are given responsibility to care for them. They take this responsibility seriously.

## RELIGIOUS EDUCATION

89. No judgements on standards were made in the previous inspection report. The school uses the syllabus followed by most schools in North Yorkshire. However, insufficient time is given to religious education and pupils' knowledge of the subject is below that expected of seven and eleven year olds. The subject does not comply with statutory requirements as there is insufficient study of a range of faiths, lack of development of religious understanding and the impact of religion on some people's lives. Due to the school's timetable arrangements little teaching of religious education was seen during the inspection. Judgements have been made through discussions with pupils, scrutiny of their work and analysis of teachers' planning. By the end of the infants, the pupils have a basic knowledge of some of the stories of the New Testament. However, they lack an understanding of the importance of religious celebrations and traditions and despite the school's regular attendance at festivals such as Christmas and harvest they do not have a secure knowledge of their purpose. Religious ideas are not discussed in sufficient depth to promote the pupils' interest and enthusiasm. The pupils, including those with special educational needs, make unsatisfactory progress.
90. By the end of the juniors the pupils have a limited knowledge of the major religions of the world. They know some of the miracles of Jesus and the contribution made by a few famous people to improving society. For example, they talk about the work of Mother Theresa and Florence Nightingale, and the more able understand that their service was due to commitment to their faith. Pupils are very unsure of the traditions and beliefs of Muslims, Jews and Sikhs. In discussion the pupils were lacking in enthusiasm for the subject and did not understand its relevance to their lives. They make insufficient progress in developing an understanding of the importance of religion in some people's lives.
91. Conversely, in an excellent lesson in Years 4, 5 and 6, the vicar explained the sense of calling that some people have and promoted discussion very well. The pupils responded with great interest and their questions showed thoughtfulness and considered opinion. The vicar captured their attention with well-focused examples and created an atmosphere which engendered good learning. References to other world religions helped the pupils to improve their understanding of a sense of calling and service. No other lessons in religious education were seen but scrutiny of work shows that these ideas and values are not promoted sufficiently through the school and progress is unsatisfactory. The school has an appropriate range and number of resources for the teaching of the subject. The governors and headteacher are aware of the shortcomings in the subject and the school's future plans identify religious education as a main area of improvement.