

INSPECTION REPORT

Bishop Monkton CE Primary School

Ripon

LEA area: North Yorkshire

Unique reference number: 121551

Headteacher: Mrs C Duffield

Reporting inspector: Mr J White
17242

Dates of inspection: 6th - 8th March 2000

Inspection number: 193515

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
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	St John's Road Bishop Monkton Harrogate North Yorkshire
Postcode:	HG3 3QW
Telephone number:	01765 677583
Appropriate authority:	Governing body
Name of chair of governors:	Mrs S Parsons
Date of previous inspection:	4 th March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Jeffrey White	Registered inspector	English; Information technology; Art; Design and technology; Physical education; Under fives; Equal opportunities;	What sort of school is it? The school's results and achievements. What should the school do to improve further? How well is the school led and managed?
Susanne Stevens	Lay inspector		Pupil's attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Graham Bate	Team Inspector	Mathematics; Science; Geography; History; Music; Religious education; Special educational needs	How well are the pupils taught? How good are curricular and other opportunities?

The inspection contractor was:

SES
6 Star Corner
Barby
Rugby
Warwickshire
CV23 8UD

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Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is very small compared with other primary schools and draws about half of its pupils from the village of Bishop Monkton. The remaining pupils travel to the school from surrounding villages and from the city of Ripon. Census information for Bishop Monkton and surrounding wards indicates an above average percentage of adults with higher educational qualifications. The number on roll has increased since the last inspection and is now 82 (39 girls, 43 boys). At the time of the current inspection 10 pupils were aged under five, three of whom attended part-time. Pupils are admitted into a part-time "pre-reception" group in the term after their fourth birthday and then into a mixed reception and Year 1 class at the start of the year in which they become five. The number of pupils eligible for free school meals is below the national average. Ten pupils are on the school's special educational needs register including three who have statements. No pupils are of minority ethnic heritage. The current youngest pupils' attainment on entry to the school was broadly above average but in recent years the range of attainment has been wider.

HOW GOOD THE SCHOOL IS

The school achieves high standards in English, mathematics and science. Provision and standards in information and communications technology are below average. The quality of teaching observed during the inspection was good overall and never less than satisfactory. The level of pastoral care for pupils is high. Pupils show positive attitudes and relationships and work well together. Overall leadership and management are satisfactory with good features. Governors are well informed and support the school well but strategic planning is unsatisfactory. The school provides good value for money.

What the school does well

- High standards are achieved in English, mathematics and science.
- Children under five make good progress and many children aged five reach good standards in language, literacy and mathematics.
- Pupils' attitudes, personal development and relationships are good.
- Pupils with special educational needs make good progress.
- A high level of pastoral care is provided.
- Assessment of pupils' academic progress is thorough and used well to plan their work.

What could be improved

- Provision and standards in information and communications technology are unsatisfactory.
- Planning for the school's future direction is inadequate.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1996 and in many respects has improved since then. Standards have been sustained in English and science but in the juniors have improved in mathematics. Standards have also improved in religious education. The last inspection found that often not enough was expected of the most able pupils; this is no longer the case. They are now challenged well in most lessons. A higher proportion of the teaching is good. Assessment is more thorough and used well to plan pupils' work. The recording of pupils' progress is better. The last inspection judged that high costs of heating and maintenance resulted in the school not providing value for money. The value for money is now good. The costs of each building are now monitored more efficiently and heating costs have been reduced considerably. However, the standard of cleanliness has fallen. The need to further monitor the quality of teaching and learning was an issue in the last inspection report. Some action has been taken, for example in monitoring the implementation of the literacy and numeracy strategies but there has been little other monitoring. Standards and provision in information and communications technology were good at the time of the last inspection but are now unsatisfactory.

STANDARDS

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

Performance in:	compared with				Key
	All schools			similar schools	
	1997	1998	1999	1999	
English	-	A	-	-	Well above average
mathematics	-	A	-	-	above average
science	-	A	-	-	Average
					Below average
					well below average
					A
					B
					C
					D
					E

The cohorts of pupil aged eleven in 1997 and 1999 were too small (less than 10) for valid comparisons to be made with all and similar schools. However, the school met its targets for 1999. The results in 1998 showed that standards were high when compared with all schools and similar schools. The attainment and achievement of the current pupils in Year 6 indicate that high standards have been sustained. The oldest infant pupils (Year 2) attain good standards in reading, writing, and mathematics. Standards in religious education, history, and geography are good by the end of the infants and juniors. Standards in information and communications technology are below average. Children under five make good progress and many of the five-year-olds achieve good standards in the key areas of language, literacy and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are good. Pupils are enthusiastic and keen to learn
Behaviour, in and out of classrooms	Although many of the children behave well, good behaviour is not always consistent.
Personal development and relationships	The great majority of pupils relate well to one another and the oldest junior pupils regularly help the infants.
Attendance	The rate of attendance is good and above the national average.

TEACHING AND LEARNING

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

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

The teaching is predominantly good, never less than satisfactory, and meets pupils' different needs. English and mathematics, including literacy and numeracy, are taught well and the teaching contributes to the good standards attained. Expectations of the most able pupils are high in most lessons. Questions are used effectively to promote pupil's knowledge and understanding. Little direct teaching of information technology was observed but the unsatisfactory standards by the age of eleven suggest that it needs to be taught more systematically.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and is enhanced by a good range of other learning opportunities.
Provision for pupils with special educational needs	Provision is good and helps pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is satisfactory.
How well the school cares for its pupils	A high level of pastoral care is provided. Assessment of pupils' progress is good and results are used to plan pupils' work.

The school's partnership with parents is satisfactory overall. However, the information provided for parents is good and parents make a good contribution to children's learning. The school's involvement with other schools and the contribution of the community enhance the curriculum provided. Provision for information and communications technology is unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are satisfactory overall but leadership in English, mathematics, science and assessment are good.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities but are not sufficiently involved in strategic planning.
The school's evaluation of its performance	The headteacher's analysis of pupils' performance in English, mathematics and science is thorough. She has also undertaken some useful monitoring of the teaching and learning in literacy and numeracy but there has been little other monitoring.
The strategic use of resources	Resources are used satisfactorily.

The staff are suitably trained and experienced and the school is well resourced. The staff cope well with the accommodation, which in many respects is inadequate. Although the governors apply principles of best value satisfactorily, the development plan is an unsatisfactory instrument for guiding the school's future development and does not include projected expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The teaching is good • Children are given the right amount of homework 	<ul style="list-style-type: none"> • Leadership and management. • Behaviour is often not managed well enough. • They are not given enough information on how their children are getting on. • The school does not work closely enough with parents. • The range of activities outside lessons is not interesting enough.

The inspection's findings agree with what pleases parents' most. Overall leadership and management are satisfactory. The headteacher carries a heavy load and has successfully spearheaded developments in literacy, numeracy and assessment. Most pupils behave well but a significant minority do not show enough self-discipline and their inconsistent behaviour is not always dealt with quickly and effectively. The annual reports for parents are informative about pupils' progress except in information and communications technology where often not enough detail is provided. The school welcomes the help of parents and values their support. A good range of learning opportunities enhances the curriculum.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The number of pupils aged eleven who took the national tests in 1999 was less than ten. Therefore, comparison with national averages has no validity. In 1998 when the cohort was larger standards were high in English, mathematics and science. The school has sustained high standards over time and this is confirmed by the attainment of the current pupils in Year 6, which is above average. In the 1999 tests for pupils aged seven the school's average points scores in reading and writing were well above the average in comparison with all schools and above the average for similar schools. In mathematics, results were broadly in line with the average for all schools and below average compared with similar schools. However, the cohort number was small and only twelve pupils took the tests so comparisons need therefore to be treated with caution. All pupils gained the expected level 2 or higher in reading and writing and in mathematics the figure was 92 per cent. Attainment of the current pupils in Year 2 is above average in English, mathematics and science. Although the school has a core of settled families there has been some mobility in the school population. It has done well to maintain standards since the last inspection and has met its targets. Achievement has improved, especially in mathematics in the juniors. Also, high attaining pupils are given more challenging work. Overall progress is good throughout the school including for pupils with special educational needs.
2. Children under five make good progress in personal and social development, language and literacy, mathematics, and the science elements of knowledge and understanding of the world. They are taught well and as a result are on course to exceed the outcomes that are expected of pupils aged five. They behave sensibly, settle quickly into the school's routines and have very positive attitudes. Attainment of the five-year-olds is good. They speak very well, usually listen attentively and are developing good basic skills in reading. Their growing knowledge and understanding in literacy and numeracy are being helped significantly by the good teaching. They have very good attitudes to their learning.
3. Infant pupils make good progress in English. They speak clearly and use interesting and varied vocabulary and sentence structure. Usually they listen well but a minority of pupils in Year 2 is inattentive. Pupils are developing a good knowledge of phonics, which they use well to decipher unfamiliar words. By the end of the key stage most pupils read confidently and show good understanding of punctuation. The provision of a good range of fiction and non-fiction books contributes to the standards achieved. Texts are used productively in the literacy hours and infant pupils are acquiring good knowledge of appropriate terminology such as "author" and "illustrator". Progress in writing is good. Many of the youngest pupils are beginning to write independently and shape and form letters carefully. Spelling is either accurate or phonetically plausible. In Year 2 pupils' handwriting is joined and legible and they use basic punctuation accurately. They write good accounts of their work in science including how different materials change when heated. The overall good achievement and attainment are particularly helped by the good teaching in the literacy hours especially in the first part of lessons.

4. Junior pupils also make good overall progress in English. They achieve very well in speaking and listening and their skills are well above average. They especially listen and participate very well at the start of literacy lessons but also contribute good ideas in other subjects such as physical education. In the Year 4/5/6 class the teacher's own use of subject terminology is contributing to the standards achieved. Most pupils read confidently when they use texts in the literacy hours. By the end of the key stage their reading is fluent and they have good understanding of punctuation and how writing is structured. For example, the oldest pupils identify accurately the different features of writing in a newspaper report. High attaining pupils read very well and express their preferences for different authors. Pupils throughout the juniors learn to plan their writing and write in a suitable range of forms including poetry, narrative prose and records of experiments in science. Some of Year 6 pupils' writing based on Shakespeare's *The Tempest* is of very good quality.
5. Infant pupils make good progress in numeracy. The youngest pupils in the key stage order and sequence numbers well including in some cases numbers with three digits. Pupils in Year 2 are developing good knowledge and understanding of place value and basic computational skills. They solve simple addition and subtraction problems accurately and are developing their confidence in using multiplication and division. They identify accurately a number of plane figures and solid shapes. Junior pupils make good progress and many show rapid recall of number facts. High attainers throughout the key stage often deal accurately with negative numbers. Pupils in Year 6 calculate especially quickly and confidently explain their suggestions for solving number problems. Knowledge and understanding of shape develop well through the key stage and by Year 6 pupils have a good knowledge of angles. The lessons in numeracy, throughout the school, are improving pupils' speed of mental recall particularly when the teaching has brisk pace and keeps pupils on their toes.
6. Progress in scientific knowledge, understanding and investigation is good throughout the school. Infant pupils undertake regular experiments and as a result talk well about the properties of materials. Pupils in Year 2 show good knowledge of how seeds germinate. They make sensible predictions and are developing a good understanding of what constitutes a fair test. Junior pupils have good knowledge of physical processes and their work in the school's wild life area has contributed to their good understanding of life processes and living things. The teachers' good use of scientific terminology contributes to pupils' progress. In Year 6 pupils maintain a dictionary of scientific terms.
7. Very little direct teaching in information and communications technology was observed and computers were only used in a limited way during the inspection. Problems with out-of-date equipment have made it difficult for teachers to provide sufficient depth and challenge in the work. Consequently overall standards are below average. Although only one lesson was observed in religious education other evidence indicates that overall progress is good and attainment of the oldest infant and junior pupils is above average. Pupils are acquiring good knowledge and understanding not only of Christianity but of other major faiths.
8. The overall number of lessons seen in the non-core subjects was small and there was not enough evidence to evaluate overall standards and progress in design and technology, music and physical education. The quality of singing is good and music clearly has a high profile as indicated by the high numbers of pupils who learn

musical instruments. The work in gymnastics was good in the one lesson observed. Progress in art is satisfactory and standards are average. In history and geography progress is good in knowledge, understanding and enquiry; the attainment of the oldest seven and eleven year old pupils is above average.

9. Pupils with special educational needs including those with statements are supported well by all staff and their achievement is good in relation to their prior attainment. The teachers' and support staff's good knowledge of their needs contributes significantly to their progress towards meeting the targets in their individual education plans. High attaining pupils are given sufficiently demanding work throughout the school but those in Year 6 are particularly challenged well. Given the usually small number of pupils in each cohort the differences between the standards achieved by girls and boys in the National Curriculum tests was not significantly great and this is confirmed by the current inspection's findings.

Pupils' attitudes, values and personal development

10. The positive attitudes of the majority of pupils, including those under five make a substantial contribution to their progress, standards of attainment and general enjoyment of the school. The good quality of their personal development and relationships also benefits their learning. The youngest pupils settle quickly into the routines of school life and are keen and enthusiastic. Pupils of all ages are actively involved in all aspects of their learning, showing good levels of concentration. They generally listen well, are eager to learn and respond positively to the task in hand. Parents at the pre-inspection meeting were positive in their response to the attitudes and values that the school promotes. Their views that the school creates a good community atmosphere and good social awareness are endorsed by the findings of the current inspection. Pupils co-operate well, giving praise and showing pride in their work.
11. The behaviour of the majority of pupils is satisfactory overall with many showing mature, responsible attitudes to the good standards expected of them. Teachers and staff have generally good expectations of thoughtful, caring behaviour and orderly conduct. However, there is an inconsistency in the enforcement of these expectations and a number of pupils are disorderly in their movements about the school and show a lack of courtesy when discipline is lax. There are no recorded exclusions. Bullying is known to be unacceptable and parents confirm that the school responds quickly to any such incidents.
12. The majority of pupils are considerate for the well being of others, with older pupils especially showing increasingly mature and sensible behaviour. Personal development and relationships are good overall, with most pupils showing responsibility towards each other, the adults in the school and their surroundings. All pupils accept responsibility for elements of helping one another; for example older pupils serve lunch to younger ones and undertake regular duties as 'Caring Caps'. Younger children help with carrying one another's lunch boxes or collaborating during work in groups. The previous report spoke of the pupils being given opportunities to take responsibility for organising and monitoring daily routines in the school and this practice has been sustained and well developed in the manner in which older pupils in particular respond to their duties without direct adult supervision. Pupils' self-confidence is encouraged during the mid-day activities when younger children socialise with older pupils at the dinner tables. In the

reception year, pupils relate their ideas for a story to the rest of the class, encouraged by their class teacher and peers when they hesitate. Pupils with special educational needs are supported well to integrate fully with all classroom activities and to meet targets in their learning.

13. Attendance is good overall with the published rate consistently well above the national average. There is no truancy. Parents indicate that their children are keen to come to school. Punctuality is generally good, despite occasional disruption to the registration period by latecomers.

HOW WELL ARE PUPILS TAUGHT?

14. The overall quality of teaching is good and has a strong influence on the pupils' learning and the progress they make. Teaching is never less than satisfactory. Good teaching was observed in all classes but is most consistent in those containing the youngest and oldest pupils. The proportion of good teaching is higher than in the last inspection. The overall number of lessons observed in art, design and technology, physical education and religious education was small. The teaching was mainly good in this small number of lessons. No lessons were seen in geography and there was very little direct teaching of information and communications technology.
15. Children who are not yet of compulsory school age are taught well. Especially good emphasis is given to personal and social development, language, literacy and mathematics. The effective teaching and high expectations are contributing to children's good progress towards attaining the outcomes expected of five-year-olds. Many of the children aged five achieve higher standards than the expected outcomes. Although opportunities are provided for pupils' play it is not a strong feature of the provision. Throughout the school teachers know pupils well. Pupils are assessed on entry to the school and their progress is monitored thoroughly. Assessment results are used well to enable teachers to meet pupils' different needs and in most lessons this ensures the quality of learning is good. Marking is regular and effective. It frequently sets new targets for improving pupils' performance and is a worthwhile addition to the school's good practice of setting individual goals, particularly in literacy and numeracy. The pupils relate well to these targets. They understand them and appreciate that they help them to improve their learning.
16. Lessons are usually structured carefully and in most cases include objectives for pupils' learning. In the best teaching the objectives are not only very clear about what pupils are expected to learn but are also shared with them, thereby giving the lesson clear purpose and direction. For example, in the juniors in a lesson on symmetry, the use of 'prompt cards' related to the objectives led the pupils to an enthusiastic and rapid start to their work. By contrast, in an infant class the unclear objectives contributed to pupils' confusion about their work and subsequently they did not make the progress of which they were capable
17. The pupils' learning is greatly assisted by the high expectations the teachers have for the use of correct subject terminology. In an infant class, a girl spoke with ease about the 'acrostic' she was writing and other infant pupils used "author" and "illustrator" correctly. Teachers also ensure that they themselves use appropriate terminology. For example, the teacher in the Year 2/3 class effectively explained the term 'née' in relation to a Victorian woman's name prior to marriage, and in a

Year 5/6 literacy lesson the teacher made clear the meaning of “bias” and “half truth” when discussing a newspaper report. The teachers’ effective use of subject terminology contributes well to pupils’ very good speaking skills. Expectations for the standard of presentation of pupils’ work are not as consistently high and lead, for example, to unnecessary errors in mathematics.

18. The pace of most lessons is brisk, particularly during the introductory sessions in literacy and numeracy. This helps to ensure the maximum use of available time and injects a sense of purpose into the activities to which the pupils respond well, thereby helping to ensure that the learning is effective. A good example of this was seen in a Year 2 literacy lesson when the enthusiasm of the pupils to suggest words with a particular initial blend led to an impressive list being created, from “scrumptious” to “Scrooge”, in a couple of minutes. This effectively raised the interest of the pupils for the remainder of the lesson. Occasionally, teachers allow introductory sessions to run for too long leaving insufficient time for an effective conclusion to the lesson. All the teachers enjoy very good relationships with their classes and use humour to good effect, which helps to create a positive atmosphere for learning. The teachers value the contributions of all the pupils and all suggestions and queries are received positively, which raises the self-esteem of the pupils and their desire to learn. Even ‘Elizabeth Fry’ managed not to smile when questioned about her love of television! Discipline is generally effective but a good standard of behaviour is not always sustained throughout the lessons. A significant minority of the oldest infant pupils often do not settle quickly enough to work independently. This slows the pace of their learning particularly during written or practical activities and undermines the productive, interesting and effective oral introductory sessions. The vast majority of pupils, however, learn effectively, co-operate well when required, work at a good pace and maintain concentration for extended periods. For example, when children in the reception year cut out a series of shapes to make a house they worked independently for over twenty minutes.
19. The teachers have at least sound knowledge and understanding of the National Curriculum subjects and religious education. In a good literacy lesson in Year 5/6 the teacher’s good knowledge of features of writing helped pupils to develop their understanding of ways in which writing could be made more persuasive. In both key stages the teachers have a good understanding of the teaching of the basic skills in both literacy and numeracy. There is a consistent approach and phonics, spelling and number are taught thoroughly. Consequently there is good progression in pupils’ learning and most pupils find the lessons both interesting and challenging.
20. The teaching of high attaining pupils has improved since the last inspection. In nearly all lessons they are appropriately challenged. For example, some Year 1 pupils are already dealing well with work in literacy designed for the second term of Year 2. In a literacy lesson in Year 6 the more able pupils were set a demanding task which required them to produce writing which would persuade people of the effects of lack of water in a very hot country. One child chose to write an expressive haiku poem. Whilst showing appropriate concern to extend high attaining pupils, the teachers are also alert to the needs of other pupils. In a mathematics lesson in a junior class, it became apparent that some average attainers were finding the task too easy so the teacher intervened immediately and set a more demanding task. Teachers are successful in developing the pupils’ literacy and numeracy skills in other subjects apart from English and mathematics. For example, pupils calculated the age of historical figures and developed their vocabulary, both historical and scientific, in two Year 2 lessons. The teachers work effectively and closely with

support staff making the most of their skills and understanding. This helps to ensure pupils with special educational needs make good progress towards meeting the targets in their individual education plans, and that more effectively sized groups are formed in lessons such as literacy. Despite the disadvantages of the accommodation teachers effectively ensure that resources for learning are readily available.

21. An appropriate range of teaching methods is used including teaching to whole classes and to groups organised according to pupils' prior attainment. This range helps to ensure that pupils remain interested, are well-motivated learners and make good progress. Teachers effectively consolidate the pupils' learning in the good plenary sessions of most lessons but particularly in literacy and numeracy. The use of questions is often an effective feature of the teaching on these occasions but also at the start of lessons. In a mathematics lesson in Year 2/3 the teacher amended her questions in the light of pupils' responses and this helped their progress in understanding number patterns. In a good gymnastics lesson in the juniors the teacher's questions encouraged pupils to evaluate their performance and consequently helped them to improve a sequence of movements.
22. There is a consistent pattern of homework, which ranges from regular reading for all pupils to research tasks for the oldest pupils to be undertaken during the half term break. Pupils' response to homework is good and prepares them well for the next phase of education.

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

23. The curriculum is carefully planned to cover all the subjects of the National Curriculum, religious education, and the areas of learning for children under five. Statutory requirements are met. However, although information and communications technology is taught pupils are not acquiring the full range of required skills mainly because of the lack of up-to-date equipment. The overall quality and range of pupils' learning opportunities are good. The provision made for pupils' spiritual, moral, social and cultural development is satisfactory. The overall inspection findings are similar to those in the last inspection report.
24. A range of other learning opportunities enhances the curriculum. Nearly a half of pupils learn a musical instrument and links have been made with schools abroad to which the pupils write. The science curriculum has been extended by the provision of a good wild life area. Pupils have the opportunity to learn French as part of the curriculum. All pupils have full and equal access to the curriculum. The good support provided for pupils with special educational needs, especially those with statements, ensures that they take as full a part as possible and that they are helped to meet the targets in their individual education plans. The last inspection judged that work for high attaining pupils was often not challenging enough. This weakness has been successfully addressed. The teachers' planning takes good account of not only the full range of pupils' prior attainment but also the mix of ages within the classes. This effective planning is an important factor in the progress the pupils make. The close links being developed with schools in the next phase of education contributes to continuity in the pupils' education and is especially beneficial for pupils with special educational needs.

25. The headteacher and staff are strongly committed to raising standards. The national literacy and numeracy strategies have been implemented well and are contributing to the high standards achieved in English and mathematics, for example, in the accuracy and speed of mental mathematics and the range, quality and spelling in pupils' writing. The strategies have also added a sharper focus to the planning of what pupils are to learn. Teachers take every opportunity to ensure that the skills, knowledge and understanding acquired by the pupils in literacy and numeracy are developed across the whole curriculum in, for example, the manipulation of numerical data in science and geography, and in pupils' writing in history.
26. The curriculum for pupils who are not yet of compulsory school age takes good account of the outcomes expected for pupils of five years of age and is suitably linked to the National Curriculum. The inadequate outdoors facilities restrict the children's physical development and play is not a strong feature of the overall curriculum provided. In Key Stage 1 and Key Stage 2, with the exception of information and communications technology, all subjects are allocated enough time. Suitable time is provided for personal and social education, which is usually developed in 'circle time' when pupils are gathered together to discuss social issues. Strategies for dealing with sex education are appropriate and it is taught as part of the science curriculum and through separate modules for Year 6 pupils. Suitable attention is given to the problems of drug misuse, in consultation with parents. A range of suitable policies supports subjects and cross-curricular themes in line with the guidance provided by the Qualifications and Curriculum Authority. The headteacher and staff sensibly adapt the advice to meet the needs of their pupils, for example in the music curriculum, which is currently being developed.
27. A satisfactory range of extra-curricular activities is offered by the school, some at lunchtimes, and others after school and occasionally at weekends. The provision includes recorder clubs, an orchestra and a sports club, which undertakes not only traditional games activities but also includes line dancing during adverse weather conditions. An open entry choir is formed for special musical events. A successful "booster" class is also provided for Year 6 pupils after school. Pupils benefit from the school's links with local village schools and some of its secondary schools. High attaining pupils attended a mathematics workshop with pupils from other village schools and Year 6 pupils are to use the laboratory of the local secondary school for some of their work in science. The school has entered into a 'partnership' with the local secondary school from which it will benefit from information technology support. These are good indicators of the school's desire to broaden the curriculum and raise standards. The group of schools also organises a wide range of sporting activities, including cricket, cross-country and football. Links with the local community are also good. For example, governors and other local people assume the role of Victorian characters to support pupils' work in history; the church is used as a learning resource and there is involvement with the local drama group. The school's newsheet is distributed to the local community and people from the village are welcomed to drama productions and other musical events. Early involvement in the local community is typified by a visit made by Year 1 pupils to a local optician's shop to extend their work on light.
28. The provision for pupils' spiritual development is satisfactory and it is mainly promoted during religious education lessons. For example, the oldest junior pupils are given an insight into the values and beliefs of a number of faiths as part of their work on Jerusalem. In the assemblies observed not enough opportunity was

provided for pupils to reflect quietly on the themes introduced. This is not assisted by the absence of a routine, such as the lighting of a candle, which sets the tone and makes the hall at that time a 'special place'. However, the use of appropriate music during some assemblies adds a spiritual dimension. The provision for the pupils' moral development is also satisfactory. Adults working in the school are good role models and they take every opportunity to raise the pupils' awareness of the difference between right and wrong. Positive role models from history are used effectively, for example Elizabeth Fry, and generally time is taken to ensure pupils understand when certain behaviour is unacceptable. However, there are occasions when inappropriate behaviour is not dealt with quickly enough.

29. Provision for social and cultural development is good. Older pupils act effectively as 'servers' at lunchtimes and take the responsibility seriously. This is also true of the opportunity to raise social awareness through the 'Caring Caps' scheme. This involves the oldest pupils wearing a yellow cap at break times, identifying them as someone to whom younger pupils may turn at a time of strife or worry. The scheme works successfully. In the oldest class each pupil has a clearly identified responsibility for tasks in the classroom to assist the effective running of the class. Opportunities are made available for pupils to be involved in local, national and international charities. These are frequently and effectively linked to a particular curriculum theme, for example a study of Kenya. The school also facilitates pupils who wish to organise a charitable event themselves, including the distribution of letters. A recent sale organised entirely by a Year 6 girl raised over £100 for charity. The main focus of cultural provision is through music. Good opportunities are provided for pupils to learn an instrument and to demonstrate their skills, for example playing the piano whilst the school enters assembly. A production is staged annually, involving both music and drama, and a number of other musical events are organised throughout the year. There is very little evidence of pupils studying the work of well-known artists. Literature is used well in the literacy hours and in the oldest class pupils' use of the work of Shakespeare is very effective. A link with a Sri Lankan school, as well as the work on a range of faiths, provides an effective multi-cultural dimension to the school's provision for cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. Consistently good pastoral care is provided, including for pupils aged under five and those with special educational needs. This quality of care is a strength of the school and helps to ensure that pupils develop confidence, are happy and are able to concentrate on their learning. The good relationship between class teachers and pupils is an important aspect in the care provided. It is reinforced by the knowledge staff have of their pupils and their understanding of pupils' needs. This quality of provision has been well maintained since the previous inspection.
31. Pupils with special educational needs are fully integrated into the life of the school. They are extremely valued members of the school community. They receive good support in all aspects of school life by the teachers, support staff and their peers. Their individual education plans are of good quality, with care being taken to ensure that the identified steps in their learning have a precision to allow accurate assessment of progress to be made. There is very good liaison between the teachers and support staff of pupils with statements. Effective records of progress are made and discussed regularly.

32. Adults who work or help in the school have good attitudes towards the pupils and with the class teachers ensure a continuity of care throughout the day. Parents of pupils in the reception year are well briefed, talk with class teachers in the morning and exchange any information and concerns they may have. Pupils are confident in approaching adults with any worries and feel comfortable in talking to the 'Caring Caps' if they are lonely or upset. The oldest pupils support younger ones well and help to supervise and play with them at break times. The quality of supervision during the mid-day break is generally good, with older pupils sitting at tables with younger ones to assist with the serving of the cooked food.
33. The procedures for monitoring health and safety and child protection are well documented. There are policies for supervision and safety, which are implemented and monitored by staff and governors. The designated member of staff for child protection has received appropriate training. Staff awareness is maintained by staff discussion and through visits from the link advisor. Several members of staff have been trained in basic first aid techniques and also in emergency treatment of some specialist medical conditions. Pupils' awareness of the need for healthy life-styles and personal safety are taught in personal and social education lessons and by visiting specialist agencies, including the local constabulary.
34. The school monitors attendance each week and punctuality is encouraged through regular reminders in newsletters. The above average attendance rate reflects the parents' view that pupils like coming to school. However, late arrivals disrupt the registration period at the beginning of the day in some classes. Aims and procedures for monitoring and promoting good behaviour are satisfactory but are not consistently effective. There is a good level of communication between staff and adult helpers as to what constitutes acceptable behaviour but a minority of pupils, mainly boys, seem unsure of what these standards of behaviour are. The school has good procedures for dealing with bullying and pupils are confident that they can approach adults or 'Caring Caps' to help eliminate any tendencies to such unacceptable behaviour.
35. Procedures for assessing pupils' academic progress are good and have improved since the last inspection. The youngest pupils are assessed on entry to the school and results are used to plan their work. The headteacher analyses pupils' performance in tests thoroughly and identifies pupils who need extra help. Assessment in mathematics has improved significantly in Key Stage 2 and has contributed to a rise in standards of attainment. Good records are maintained of pupils' progress in English, mathematics and science and they are generally satisfactory in other subjects. The record for information and communications technology does not provide enough information on pupils' overall progress. A good feature of assessment is the quality of teachers' marking.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. The previous inspection found that parents were made to feel welcome in the school and gave excellent support to its work and activities. Currently, the majority of parents confirm that they would feel comfortable approaching the school with questions or a problem. Parents at the pre-inspection meeting were positive about the good community atmosphere and social awareness promoted by the school. The majority of parents are satisfied with the standards of their children's learning and the effectiveness of the school in its achievements. They are supportive of the

school's work and the good care it takes of their children. However, a minority of parents express concerns about the consistency of standards achieved by the school and the lack of challenge for more able pupils. Evidence from the inspection supports the views of the majority of parents that standards are good and brighter pupils are well challenged to meet their potential.

37. The information, which the school provides for parents, is practical and comprehensive. Day-to-day information about activities in the school is sent out by means of regular newsletters, supplemented with letters on specific subjects. Considered responses to parental suggestions from the governing body are sent following governors' meetings. Annual written reports to parents give indications of pupils' academic and personal development. Targets for improvement are set in attainment and progress. Not enough information is given on pupils' standards and achievement in information and communications technology. Parents are appropriately involved in the annual reviews of special educational needs. There is a regular exchange of diary information with parents of those pupils with statements and support staff makes domiciliary visits if necessary. Opportunities are also taken to discuss issues with parents when they collect their children. Home/school liaison is good.
38. Parents are encouraged to help in school and a small number of well-briefed parents assists in reception on a regular basis. The school consults parents through questionnaires and staff are available at the end of the day for informal discussions. The Friends of the School organise social and fund-raising activities, which benefit the children by supplementing resources.
39. A good response has been made to parental requests for information about what their children will be learning and topics they will be researching during the coming year. They have been given good instruction on how they can help their children at home and the majority feel happy with the amount of homework that the school provides. Parents are pleased with the quality of the information coming from the school, which includes the curricular session to explain the National Literacy Strategy and the information about their children's progress. However, a significant minority of parents feel the school does not work closely with parents nor do they feel well informed about their children's progress. They also express the view that unacceptable behaviour is not dealt with consistently. The good level of involvement by many parents in their children's learning and the positive impact this has on their attainment needs to be extended to this group of disaffected parents. The school has indicated that they wish to sustain and develop the involvement of parents in school and are continuing to explore ways in which this could be developed more successfully.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The headteacher carries a heavy load. Apart from teaching, for much of the week, a class containing pupils from both Key Stage 1 and Key Stage 2 she also co-ordinates the key core subjects of English and mathematics and leads on assessment and special educational needs. Good direction has been provided for implementing the national strategies in literacy and numeracy. The headteacher's analysis of pupils' academic progress and standards is thorough and has contributed to the maintenance of high standards in English, mathematics and science. Assessment has improved significantly since the last inspection and is

used well to plan pupils' work. The provision for special educational needs is good. There is only one other full time member of staff and she has responsibility for co-ordinating five subjects. These subjects are generally well developed given the inevitable pressures of such a range of responsibilities.

41. The headteacher is well supported by the governors and they have good knowledge of the work of the school. Many of them are parents and they feel they know the school well. Governors largely fulfil their statutory responsibilities but there are weaknesses in the strategic planning. The minutes of governing body meetings indicate that the governors act as critical friends and regularly discuss the pupils' performance. The governor responsible for overseeing literacy has observed all classes and governors receive reports from the school on developments in subjects. Governors help in classes when they can. They are not involved in the early stages of devising the school's annual development plan. The plan has several weaknesses. It does not evaluate the previous year's plan, targets are not precise enough, and it does not indicate how they will be monitored and evaluated. Also, there is no indication of budget implications. Additionally, there is no plan which looks forward over the next two or three years. The absence of strategic planning is therefore a weakness in the leadership of the school and the need to improve planning has been recognised in the school's recent self-evaluation exercise.
42. The headteacher has undertaken useful observations of teaching and learning in literacy and numeracy particularly with a focus on how pupils are grouped. Although these observations were discussed in staff meetings, the headteacher's findings were not recorded in any way and have not featured in subsequent development plans. The headteacher scrutinises teachers' termly planning. The co-ordinator for science has no opportunity to monitor teaching and learning in the subject.
43. A clear policy on the use of the budget outlines roles and responsibilities with day-to-day management delegated to the headteacher. The school's most recent financial audit indicated that the budget is effectively and efficiently controlled and monitored. However, its recommendation that the development plan should include projected costs has not been implemented. Administration is mainly the responsibility of the headteacher and school secretary. Help from a bursar is also used to make sure finances are controlled appropriately. The technology used by the headteacher and secretary is not-up-to-date and therefore slower than it might be. The school has no fax machine. The governors' commitment to expenditure to support literacy has been efficient because standards are good. The school is well resourced and resources are used well. Grant funding for staff development is used to the maximum for staff's inservice training in line with the school's priorities. The governors monitor the use of the accommodation and since the last inspection have greatly reduced heating costs. They seek the best value for any work they commission. The governors are currently reviewing their system for evaluating the performance management of the headteacher.
44. The school is adequately staffed and the level of support staff is good. Established staff and newly appointed staff work well together. The accommodation has several disadvantages. Each of the three classrooms is in a separate building of different age and design. Pupils from two of the buildings have to walk outside to get to the main building, which houses the hall, library and other facilities. Generally, the standard of cleaning is unsatisfactory and consequently the environment for learning is not as stimulating as it could be. The school has a good sized grassed

area but the hard surfaced area is too small. The outdoors space for children in the reception class is too small and consequently restricts the provision for their physical development.

45. The school has a clear set of aims for its development. It has responded well to the last inspection and made significant improvements in the use of assessment. High standards have been sustained in English, mathematics and science. Many of the aims in relation to pupils' academic and personal development are being met but improvements are needed in information and communications technology. Also, the school's relationship with a significant minority of parents is unsatisfactory and needs addressing. Greater clarity and sense of purpose in strategic planning would help to ensure that improvements continue to be made.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. The governors and headteacher should:
- (1) improve provision and standards in information and communications technology (ICT) by:
 - continuing to up-date the equipment;
 - assessing more thoroughly what pupils know, understand and can do;
 - teaching ICT skills more systematically. Paragraphs: 7, 23, 26, 37, 45, 83, 84.
 - (2) improve strategic planning by:
 - devising a plan for the school's development that looks ahead over a longer period than a year;
 - ensuring the annual development plan includes clear targets, especially for teaching and learning, and indicates how success will be measured and what the likely financial costs will be. Paragraphs: 41, 42, 43.

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

Ensuring that good behaviour is promoted consistently. Paragraphs: 11, 18, 28, 34, 56, 60, 65, 66, 71, 72.

Ensuring that the standard of the cleaning of the premises is good. Paragraph: 44.

Further improving the school's relationships with all parents. Paragraphs: 36, 39, 45.

Improving spiritual development in assemblies. Paragraphs: 28

Improving the range of play opportunities for the youngest pupils. Paragraphs: 26, 47.

Improving standards of presentation in mathematics and religious education. Paragraphs: 17, 64, 93.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	60	40	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	82
Number of full-time pupils eligible for free school meals	N/a	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	N/a	3
Number of pupils on the school's special educational needs register	N/a	10

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	16
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	3.3
National comparative data	5.7

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	5	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	5	5	4
	Total	12	12	11
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	92 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	5	5	5
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	4	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	3
	Girls	4	3	4
	Total	8	7	7
Percentage of pupils at NC level 4 or above	School	89 (84)	78 (75)	78 (91)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	4	4	4
	Total	8	8	8
Percentage of pupils at NC level 4 or above	School	89 (100)	89 (100)	89 (100)
	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	69
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	3.8
Number of pupils per qualified teacher	21.31
Average class size	27

Education support staff: YR – Y7

Total number of education support staff	5
Total aggregate hours worked per week	86

FTE means full-time equivalent.

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.

Financial information

Financial year	1999
	£
Total income	160,700
Total expenditure	156,567
Expenditure per pupil	1,933
Balance brought forward from previous year	9,938
Balance carried forward to next year	14,071

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	90
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	52	0	0	0
My child is making good progress in school.	30	52	15	0	3
Behaviour in the school is good.	18	42	33	0	6
My child gets the right amount of work to do at home.	30	58	12	0	0
The teaching is good.	48	36	6	3	6
I am kept well informed about how my child is getting on.	24	33	39	3	0
I would feel comfortable about approaching the school with questions or a problem.	48	33	12	0	6
The school expects my child to work hard and achieve his or her best.	42	39	9	0	9
The school works closely with parents.	33	36	27	3	0
The school is well led and managed.	30	36	18	15	0
The school is helping my child become mature and responsible.	36	39	12	3	9
The school provides an interesting range of activities outside lessons.	18	48	6	15	12

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

47. Children under five are admitted on a part-time basis to a “pre-reception” group in the term after their fourth birthday. They then join the Year R/1 class at the beginning of the year in which they become five. At the time of the inspection there was a total of 10 pupils under five. The pre-reception group is taught mainly by a classroom assistant but joins the main class for some activities. The curriculum for the early years is planned according to the appropriate areas of learning and takes account of the outcomes expected of children by the time they reach compulsory school age. However, play is not a strong feature of the provision. The planning is closely linked to the early stages of the National Curriculum. The quality of teaching and classroom support is good. Parents help regularly and are well briefed. Provision for under-fives was not evaluated in the last inspection report.
48. Most of the children under five are well on course to exceed the desirable outcomes for learning in personal and social development, language and literacy, mathematics and the science elements of knowledge and understanding of the world. Firm evidence of progress in other areas of learning was limited during the inspection but the school’s records indicate that it is at least satisfactory. Children aged five attain well above average standards in personal and social development and mathematics. Their attainment in language and literacy is above average overall.

Personal and social development

49. Children in the pre-reception group and in the reception class behave well. They are keen to learn and contribute confidently to discussions especially in the literacy and numeracy lessons. The staff’s pleasant and friendly manner ensures that children are at ease and confidence grows quickly. Very good attitudes to learning are being developed. Children show a pride in their work and talk readily about it. Generally, they work together harmoniously and independently but more opportunities for play would develop these skills further. They are regularly encouraged to treat resources and property with care and to respect the feelings of others.

Language and literacy

50. Children in the reception year are benefiting from being taught separately in the literacy hour. Language and literacy are taught well and expectations are high. Plenty of opportunity is provided for children to develop their spoken language and their progress is aided by the teacher’s clear use of appropriate vocabulary. The children speak and listen very well and use a good range of individual words and sentences. In a discussion about a shared text they contributed confidently and used words such as “jealous” and “squashed” correctly. The thorough teaching of phonics and specific focus on pictorial and contextual clues are helping children to improve their reading skills. When looking at a text children spot that “dump” and “jump” rhyme and suggest several words that use “in”. The three children in the pre-reception group, working with the class assistant, accurately identified words beginning with “h”. The teacher uses questions well when sharing a book with the children: “do you agree with this character?” enables them to give their opinions but also to extend their vocabulary. Pupils aged five and high attaining under-fives are

beginning to use “author” and “illustrator” correctly. Children try hard to read texts and reading skills are developing well. Good opportunities are also provided for them to improve how they write individual letters, words, and simple sentences. Several children make successful attempts to write independently. For example, one child wrote “I pushed the bear in the bin”.

Mathematics

51. Mathematics is taught well and children are acquiring a very good foundation of skills and understanding in number and shape. In an effective lesson children successfully counted on from a given starting point and improved with practice. The under fives counted to 10 easily and most counted beyond. Some achieved considerable success in counting in groups of twos or threes. The teacher used appropriate terminology well and regularly reinforced children’s understanding of “count on”, “add” and the use of the addition sign. Expectations are high and work is suitably matched to children’s prior attainment. For example, high attaining children worked with higher numbers when using a number line. Children are beginning to use mental recall of number facts when solving simple addition problems. When children were asked to calculate $8+2$ a child under five gave the correct answer very quickly. In a good lesson on shape children named a square, rectangle, circle and triangle correctly and then carefully cut them out to make a simple house.

Knowledge and understanding of the world

52. Good opportunities are provided for children to develop their early scientific awareness. A group of children, including under-fives, worked with a parent to examine and talk about a range of objects and to describe the similarities and differences between them, including what they were made of and how they felt. The children used appropriate vocabulary such as “hard”, “soft”, “shiny”, “wood” and “metal”. Another group successfully identified the properties of a range of materials and was encouraged to read their names on cards. Children’s technological awareness is developed by regular opportunities to build with constructional equipment. One child volunteered the word “propeller” when talking about his model plane. Children also use the computer mouse with reasonable confidence and are developing sound early knowledge of how to assemble text on the screen and how to print. The teacher’s planning indicates that children have suitable experience of selecting tools to help them join materials together. Planning also indicates appropriate chances for children to develop their historical and geographical awareness by talking about their homes and families and exploring their own locality.

Creative development

53. There was only limited evidence of children’s creative development observed during the inspection but it is suitably planned for. Children’s work shows that they explore colour and texture when they paint, print and construct collage. They also explore shape and form when they make three-dimensional models from a range of materials. There is little evidence of children drawing from direct observation. Role play as a vehicle for developing children’s imagination is not a strong feature.

Physical development

54. There was little evidence of children's physical development observed during the inspection. The inadequate outdoors space and facilities make it hard for the staff to develop children's confidence and imagination in using a sufficient range of small and large equipment. However, the hall is of good size and the teacher's planning indicates that it is used regularly for gymnastic activities and dance. Children observed using tools, constructional equipment and objects did so safely and confidently.

ENGLISH

55. In 1999 the school's cohort of pupils aged eleven was less than ten and therefore any comparison of results with national averages is not statistically valid. However, eight of the nine pupils achieved the expected level 4 or higher. In 1998 when the cohort was larger than 10 pupils' standards were high compared with all and similar schools. Standards have been sustained since the last inspection and attainment in the current Year 6 is above average. Pupils achieve well and have made good progress over time. In the 1999 tests for pupils aged seven the average results in reading and writing were high compared with all and similar schools. All pupils achieved the expected level 2 or above. Standards have been maintained since the last inspection and attainment in the current Year 2 is above average. Pupils have made good progress. The inspection found no significant differences between the performance of girls and boys at either key stage.
56. Infant pupils speak well and answer questions confidently in literacy lessons and in other subjects. They use a good range of vocabulary and sentence structure. Most pupils listen well but a significant minority of pupils in Year 2 are not consistently attentive in literacy lessons and they need constant reminders to pay attention. The school's diagnostic assessment of pupils' reading indicates that they make good progress throughout Key Stage 1. They use their increasing knowledge of letter sounds and pictorial and contextual clues to help them read unfamiliar words. They also make good attempts at the use of intonation when reading texts. In a whole class lesson on letter sounds Year 2 pupils accurately suggested "scrumptious" and "Scrooge". High attaining pupils also suggested "should", "would" and "could" for final word blends. Year 2 pupils take good account of punctuation when they read and high attaining pupils use dictionaries confidently when unsure of a word's meaning. The provision of a good range of fiction and non-fiction books is contributing well to pupils' progress. Pupils in Year 1 and Year 2 make good overall progress in writing. Most pupils in Year 1 are developing accurate sentence construction and make good attempts at using full stops and capital letters. Although accuracy in spelling is not always consistent, pupils' attempts are mainly phonetically acceptable. High attaining pupils' handwriting is joined and legible and they write independently. Their short prose passages show accurate use of punctuation. Some examples of writing show very good use of vocabulary. One pupil wrote "red is for fire flickering hot". A suitable range of writing is undertaken in both Year 1 and Year 2. Pupils in Year 2 write well about their experiments in science including clear accounts of how different materials change when they are heated. Their handwriting is mostly joined and they make good use of punctuation. Some of the descriptive writing shows careful use of vocabulary, for example one pupil used the phrase "**shades** of green", and another used "camouflaged" correctly.

57. The standard of junior pupils' speaking and listening is very good. They listen very carefully in almost all lessons especially when the whole class is engaged in discussion. In both the literacy lessons the teachers' calm effective discipline contributed significantly to the quality of speaking and listening. For example, in a Year 3/4 lesson the teacher dealt effectively with minor lapses of attention by ensuring pupils understood the rules for involving themselves in discussion. Junior pupils are quick and eager to respond to questions and usually contribute thoughtfully. The teachers' good use of oral work is aiding the pupils' understanding of Standard English. Pupils' responses in the Year 3/4 lesson indicated good knowledge of synonyms and awareness of the impact of changing adjectives in a passage. In a Year 5/6 literacy lesson pupils showed good knowledge of adverbs when they suggested "angrily", "strangely" and "mightily". Generally, in relation to their prior attainment, pupils read well. High attaining pupils in Year 4 understand "genre" and "sequel" and use a thesaurus capably. By the end of the key stage pupils read well and high attainers read very well. In a good literacy lesson pupils in Year 5 and Year 6 coped well with reading text adapted from the Guardian newspaper and identified features of persuasive writing. Junior pupils read from a good range of fiction and non-fiction texts and discussion with them indicated that they have developed good library skills. High attaining pupils in Year 6 express clear preferences for authors and discuss their reading maturely.
58. Attainment in writing is good by the end of Key Stage 2. Pupils in all the junior years develop a good range of writing including poetry, letters and stories. They also write regularly in science, history, geography and religious education. Pupils learn how to plan their writing and their drafting skills are good. Pupils' writing in Year 3 and Year 4 shows good use of varied vocabulary and accurate sentence structure, for example when writing about Greek myths. On occasion the writing has particular flare and is highly expressive. One Year 4 pupil wrote "the garden was covered in a crisp white blanket of snow". As pupils become older the range of writing is extended. Pupils in Year 5 and Year 6 give clear accounts of their methods and analysis of experiments in science and make good use of notes and lists. Writing about aspects of life in Kenya is informative. Spelling is usually accurate and punctuation often used appropriately. In Year 6 high attaining pupils have produced some very good writing including versions of the story of the Tempest and arguing a case very well on whether the Millennium dome cost too much money. Low attaining pupils make particularly good progress in spelling throughout the key stage. All pupils' progress is helped considerably by effective marking in both key stages. Despite some examples, word processing skills are relatively under-developed in all classes.
59. Pupils' attitudes to their learning are positive. Most pupils are keen and interested and co-operate very well with each other and adults. Although behaviour is generally good a significant minority of pupils in Year 2 take too long to settle to their work and disturb the concentration of pupils in Year 1.
60. The overall quality of teaching is good and never less than satisfactory. The beginning of literacy lessons is usually managed effectively and well-focused questions keep pupils on their toes. In a Year 5/6 lesson the teacher used questions thoughtfully to develop pupils' understanding of ambiguity, persuasion and bias in a given text. For example, the question "is this argument logical?" challenged pupils' thinking. The literacy lessons are well structured and good resources are used. In the best teaching objectives for the lesson are shared with the pupils. Teachers accept and build on pupils' contributions well. In a good

lesson in Year 3/4 the teacher praised pupils for suggesting a range of alternative words for those highlighted in a text and then indicated how they could be improved by not using slang or using adverbs correctly. Good attention is given to developing pupils' phonic knowledge and this is contributing to their progress in reading. Expectations are suitable and often high attaining pupils are challenged well. In an effective lesson in Year 5/6 a challenging task resulted in a pupil writing an expressive haiku poem to demonstrate the use of persuasive language. Discipline is calm and effective in the main but is not consistently successful with Year 2 pupils. Time is used productively when pupils are gathered together at the end of lessons. Teachers re-emphasise their learning objectives, check on pupils' understanding, and if time allows encourage pupils to report on their work. Teachers know the pupils well and assessment is used well to help plan their work. Marking is thorough and gives suggestions on how pupils might improve their writing. For example, in Year 3 the teacher gives advice to pupils on the use of tenses and adjectives, and in Year 6 the use of bullet points is suggested to help improve the layout of a piece of writing.

61. The literacy strategy has been implemented well. The mixed aged classes are appropriately re-organised to ensure that only two year groups are in each literacy class and that key stages are taught separately. The headteacher co-ordinates English and has spearheaded its development including useful observations of lessons in each class.

MATHEMATICS

62. In the end of Key Stage 1 National Curriculum tests for 1999 the average score achieved was broadly in line with the national average and below average when compared with similar schools. However, only 12 pupils took the test so comparison with national averages needs to be treated with caution. Eleven pupils reached the expected level 2 or higher and the percentage attaining Level 3 was high. The trend over the last four years is for performance to be well above the national average. Less than 10 pupils aged eleven took the test so comparison with national averages is not valid. However, seven of the nine pupils reached the expected level 4 or higher and the trend over the last four years is for performance to be above the national average. In 1998 when the cohort was more than 10 standards were high. The findings of the inspection are that standards are above average at the end of both key stages, which is in line with the previous report. However, high attaining pupils are generally now being more effectively challenged by their work and are achieving better in the juniors. Overall, achievement is good including for pupils with special educational needs.
63. Infant pupils make good progress. Pupils in Year 1 are developing a good understanding of mathematical terms such as rows and columns and this assists their understanding of number patterns in the 100 square. They count accurately in 10s, both forwards and backwards, consolidating their understanding of such functions as '10 more' or '10 less'. High attaining pupils in the year group accurately order a range of three digit numbers within the three hundreds. Understanding of number ordering is successfully built upon in Year 2 with pupils accurately counting forwards and backwards in 2s, 4s, 5s and 10s to at least 50. Good recognition of sequences of numbers and their patterns enables these pupils to identify accurately the next three numbers from a given starting point. They mentally recall many of the associated multiplication facts quickly. Pupils' understanding of place value and computation skills develop well as they become older. Pupils in Year 2 halve

numbers, complete money problems involving addition and multiplication, and calculate accurately the difference between 589 and 581. They also successfully solve simple problems involving division. Pupils recognise a range of plane figures, including hexagons and solid shapes, such as square based pyramids. Good opportunities are provided for them to attempt simple problem solving, such as 'how many fingers will seven girls have?' The accuracy of the solutions is good, even for lower attaining pupils. The regularity of mental mathematics sessions at the beginning of numeracy lessons is increasing the pupils' recall and accuracy throughout the school.

64. Junior pupils make good overall progress and by the end of the key stage standards in numeracy are good. Most of the junior pupils have rapid recall of multiplication tables and carry out accurately the four basic rules of number, including work in fractions and decimals appropriate to their prior attainment. High attaining pupils are also competent in dealing with negative and square numbers. For example, in Year 3 they calculated that the sequence $-8-6-4-2$ would end with zero. Pupils use graphical representations well, and the oldest pupils interpret pie charts and Venn diagrams accurately. There was little evidence, however, by which to judge standards in mathematical investigations. Pupils construct triangles accurately and show a good understanding of angles. Occasionally the accuracy of the pupils' work is undermined by poor presentation and setting out. Pupils in Year 6 show speed of mental recall when suggesting a range of ways of attaining the number 48. High attaining pupils suggest correct examples using brackets. Pupils also use effective strategies for rapidly adding such numbers as $98 + 19$ mentally. Most pupils throughout the key stage carry out practical work well, for example when studying symmetry. As a result, the oldest pupils show a good understanding of rotation, reflections and translations, with high attaining pupils dealing accurately with negative co-ordinates when translating a shape from the first to the third quadrant.
65. The overall quality of the pupils' learning is generally good. It is at its best in the youngest and the oldest classes. Pupils' progress is a result of the good overall quality of the teaching and their positive attitudes. The majority of pupils are keen to succeed, concentrate well and show considerable pleasure in their achievements. The effective matching of the work in all classes to meet the needs of the pupils also ensures that they achieve well and teachers amend the work if necessary to ensure that pupils are challenged sufficiently. For example, on one occasion the teacher in the Year 4/5/6 class spotted that a group of average attainers were finding the work too easy and therefore quickly provided a more challenging task. In all classes the brisk pace of the introductory mental session contributes significantly to the quality of learning, for example in the Year 2/3 class when pupils were helped to improve their mental recall of multiplication tables and number sequencing. However, in the same class the pace of learning, although never unsatisfactory, slows sometimes during the written and practical activities because pupils do not settle quietly and quickly to undertake their work. In general, pupils have a good understanding of what they are learning and this reflects the clarity of the objectives set by the teachers. The introduction of individual numeracy targets is a very useful initiative and is having a positive impact upon pupils' learning. Teachers are careful to build upon the pupils' previous knowledge and understanding and this helps to ensure continuity and progress in the pupils' learning, for example when moving from simple ordering to sequencing of numbers.

66. The quality of teaching is good overall. Teachers plan their lessons well and they are usually very clear about what the pupils are to learn. However, very occasionally there is a lack of precision in the stated objectives, which reflect more what is to be taught rather than what is to be learned. This causes some confusion because pupils are not sure of the purposes for the work. Pupils' knowledge and understanding of the subject are greatly assisted by the teachers' high expectations for the correct use of subject terminology, speed and accuracy of calculation and the setting of demanding tasks, especially for the higher attaining pupils. Discipline is usually effective and ensures that there is no poor behaviour but the somewhat erratic behaviour of some of the pupils in the Year 2/3 class is not consistently dealt with. The quality of the teachers' marking is good, particularly in the latter class. The lower attaining pupils are aided considerably by this teacher's helpful comments and most of the marking in the school is very effective in indicating targets for improvement. The effective marking of pupils' work is well supported by good assessment. It is thorough, comprehensive and based effectively upon the key objectives of the national numeracy strategy. Assessment information is well used to inform targets for learning and the amendment of the curriculum in the light of experience.
67. The subject is well managed by the headteacher who is the subject co-ordinator. She has developed an effective strategy for the teaching of numeracy skills and undertook a thorough analysis of mathematics as part of a school improvement project. These strategies have successfully improved the standards in the subject, for example the introduction and analysis of systematic testing through the school, and the opportunities provided by the assessments of pupils' use of mathematical language. The headteacher usefully visited each class to observe the implementation of the numeracy strategy but did not record her findings. Nevertheless discussions were held with the staff. The good provision of resources for mathematics has a positive impact upon standards.

SCIENCE

68. In 1999, National Curriculum teacher assessments for pupils aged seven were very high in comparison with the national average and also in comparison with the average for similar schools. The results of the Key Stage 2 tests in 1998, when the cohort of pupils was more than ten, showed standards to be high. The cohort in 1999 was less than ten so comparison with national averages is not valid. However, seven of the nine pupils achieved the expected level 4 or higher and one pupil was absent. Over the last four years the trend has been for standards to be high and this is borne out by the attainment of the current pupils in Year 2 and Year 6. Standards are broadly similar to those in the previous inspection and pupils achieve well.
69. The pupils in Year 1 learn to carry out simple independent practical tasks when working on the early stages of the properties of materials. High attaining pupils in this age group are successful in identifying when some materials have two properties, for example dull and rough. In a lesson Year 2 pupils developed their investigative skills well when they carried out experiments on the germination of seeds. The success of the pupils' learning was greatly assisted by the teacher's clear identification of the learning objectives. The high attaining pupils were challenged by the teacher's questions, for example, 'how are you going to test that the seeds need water?' Previous work carried out by infant pupils shows that they have a good developing understanding of the notions of prediction and fair testing.

They know about the sources of light, simple magnetism and circuitry. They also set out results of their experiments well, for example when investigating the speed with which ice melts under different conditions and how to make a car stop before reaching a certain marker. Opportunities to write about their experiments contribute well to developing their skills in writing.

70. By the end of Key Stage 2, the pupils have made good progress in carrying out practical scientific investigations. They are aware that in certain circumstances, such as in their experiments on rusting, it is necessary to ensure that there should be only one variable for the test to be fair. Their prediction skills are also good and they know it is more than just a guess. Understanding of acids, alkalis, body systems, forces, gravity, sound, light and reversible/irreversible change is good. They carry out effective work on simple circuitry and high attaining pupils explain clearly the difference between series and parallel circuits. The creation of a wildlife area within the school grounds has enabled the pupils to not only carry out practical work, such as pond dipping, but also to develop a respect for all aspects of the natural environment.
71. Pupils' progress and the quality of their learning are generally good. They are greatly aided by the motivational style of the teaching, the clearly identified objectives for learning and the positive attitudes of the majority of the pupils who work diligently and with sustained concentration. Occasionally, pupils' investigative skills are not sufficiently extended because the practical work is over-prescribed. Progress is also sometimes hindered for the youngest junior pupils when they work in groups without the direct supervision of an adult and take too long to settle to work. Pupils with special educational needs make good progress towards their individually identified targets. They are well supported. The majority of lessons proceed at a lively pace and this aids the overall quality of learning.
72. A notable feature of the good overall quality of teaching is the teachers' commitment to the extension of the pupils' subject language. The youngest pupils were asked to describe the properties of materials and used the term 'cross-section' when observing seeds. Junior pupils used the term 'irreversibility' when describing the rusting process. The teaching of the basic skills of scientific investigation is also good in both key stages. This is mainly due to teachers' good understanding of the subject, the effectiveness of their planning and the good use they make of the available resources including the wildlife area. Teachers also seek opportunities to build upon the pupils' literacy and numeracy skills, for example by displaying results of investigations in graphical form and insisting upon correct language in written work. These strategies are well supported by the generally good quality of marking. The teachers' use of questions is good and they ensure all pupils are given opportunities to respond. For example, in a very effective introduction to a lesson in the Year 2/3 class, the teacher built up an excellent chart of the characteristics of a plant based on very skilful questioning of the pupils. The learning of the pupils during this part of the lesson was very good but the pace of learning slowed in the subsequent practical work because pupils did not work as conscientiously as might be expected. Assessment is good and, in the case of the oldest pupils, it is very good. It is used as an effective guide to pupils' progress and also to the modification of planning if necessary.
73. The subject is well managed by the curriculum co-ordinator who has a good understanding of the subject. The planning of the science curriculum is good. It ensures appropriate coverage of the National Curriculum and deals effectively with

the potential problems posed by mixed age and cross key stage classes. For example, the oldest junior pupils gradually build up a science dictionary, which greatly assists the revision of their work. This is an important and useful initiative. The co-ordinator has also ensured that a full range of science resources is available in each classroom. This provision assists effective use of available time and is important with classes so widely scattered on the school site. Monitoring of the pupils' books is carried out effectively by the co-ordinator and aids her view of progress through the school. However, she has no opportunity to monitor the teaching and learning.

ART AND DESIGN AND TECHNOLOGY

74. Only one lesson was observed in art and none in design and technology. The art work available for scrutiny was quite limited but indicated that pupils make satisfactory progress over time and by the end of the key stages standards are average. Some of the examples of work in the Year 4/5/6 class are good. In the last inspection standards in art were sound at Key Stage 1 and very good at Key Stage 2. In the current inspection there was not enough evidence to evaluate overall standards in design and technology.
75. Infant pupils use a satisfactory range of media to paint, print and construct collage and three dimensional models. They are provided with opportunities to express their ideas and imagination when decorating items they have made and make their own selections of materials. There is little evidence of regular observational work. In the only lesson seen, pupils in Year 2 made good progress in their use of texture, shape, pattern and colour when they created pictures of mythical beasts. They showed careful application of media and worked diligently. Some of the work showed flare and imagination. Pupils' work in Year 6 includes a satisfactory range of drawing, painting, and observational and three-dimensional work. Media includes paint, pastel, crayon, pencil and collage. Some of the still life drawings of bottles are good and demonstrate close observation. There are also examples of careful application of paint and expressive use of pastel in the drawings of "Prospero's island". However, scrutiny of work in the folders of pupils in Year 4 and Year 5 indicate only limited refinement of skills as pupils become older. In design and technology pupil's designs for making Jack in the boxes, pop up books and toys with moving parts show care. Their written evaluations are good
76. In the one lesson observed pupils worked diligently and showed good attitudes towards the subject. They co-operated well. The teaching was effective and helped pupils to make good progress because the teacher gave guidance on how skills could be improved. The teacher used appropriate terminology and the lesson made a good contribution to pupils' cultural development in its use of Greek myths.

GEOGRAPHY AND HISTORY

77. No geography was timetabled during the period of the inspection and it was possible to observe only one history lesson at each key stage. Evidence from conversations with pupils, their previous work and displays around the school confirm that standards in the two subjects, at the end of both key stages, are above average. This matches the findings of the previous inspection. Pupils achieve well and make good progress. Pupils with special educational needs are well supported and they also make good progress.

78. The quality of the pupils' learning in history is greatly assisted by the clarity with which the teachers set the objectives of the lessons. For example, Year 2 pupils prepared well a set of questions to ask "Elizabeth Fry" who visited the school as part of their work on famous Victorians. The clear focus for the work ensured that the pupils became aware of conditions in Victorian women's prisons and of the privilege of certain sections of society. Their awareness of chronology was greatly assisted by the 'character's' lack of understanding about questions relating to, for example, television and electricity. The pupils used their mathematical skills well and calculated rapidly and accurately the age of "Elizabeth Fry" and how long ago she died.
79. The majority of pupils in Year 6 have a reasonably well developed sense of chronology and good knowledge of major historical events. Their work shows good use of research and progress in acquiring historical skills. They effectively learn how to establish historical understanding by looking at primary sources of evidence. In work on ancient Greeks they used evidence found on shards of pottery to deduce elements of everyday life of the time. Their learning and motivation are enhanced by the good use of historical experts. For example, the pupils developed a very good understanding of the mummification process used in Ancient Egypt following a demonstration held in school. Such work contributes well to their good sense of historical enquiry and interest. The ample opportunities for discussion and writing contribute to pupils' language and literacy skills.
80. Evidence from the pupils' previous work in geography shows good levels of attainment in their study of contrasting locations around the world, for example life in the Arctic in Key Stage 1 and Kenya in Key Stage 2. Pupils show a good understanding of their own environment as a result of the comparisons made with the town of Scarborough. Junior pupils' mathematical skills are used well when they draw climatic graphs and analyse data about Kenya. Mapping skills are effectively and systematically developed throughout the work. Year 6 pupils' good sense of location both within this country and world-wide has been built up well during the geographical programme.
81. Most pupils show considerable enthusiasm for their work in the two subjects. They are pleased to talk about what they have done and show a pride in their knowledge and understanding, for example when responding to queries about their work on ancient Greeks. Junior pupils are aware of the importance of developing independence in their learning. For example, they take useful notes for later use when watching an historical video. When required to co-operate in their work, the pupils do so sensibly, and share resources if required. Pupils in the Year 2/3 class listened well to the visiting "Elizabeth Fry" and to each other.
82. The overall quality of teaching was good in the two lessons observed. The teachers showed a clear understanding of planning for the development of key historical skills, such as the use of primary sources. The use of an outside visitor added special interest for the pupils. The teachers were effective in extending the pupils' subject language, valuing their contributions and consolidating what had been learned at the end of the lesson. Teachers' planning in both subjects takes good account of developing skills and knowledge systematically and the importance of first hand experience. The standard of marking is good with frequent use of helpful comments about further learning. The pupils' progress in the subjects is well supported by good assessment procedures. Modification of the curriculum in the light of experience is well monitored by the subject co-ordinator. This is greatly

assisted by her examination of work in other classes. Resources are used well, historical artefacts are borrowed from a variety of sources, including a local museum, and appropriate visits are made including to the Bradford photographic museum and Fountains Abbey.

INFORMATION TECHNOLOGY

83. Little direct teaching of information technology was observed and computers were not used regularly during the inspection. Provision for information and control technology has not improved since the last inspection. The school has only recently begun to update its equipment. Networking has been installed in some parts of the school in preparation for the National Grid for Learning and links are being forged with Ripon College. Inevitably however, because of the problems posed by inadequate equipment, the curriculum breadth required for this core National Curriculum subject is not being provided and standards are below average by Year 6. Planning is less thorough than in many other subjects and in the annual reports to parents often there is minimal reference to pupils' progress. Although a record is maintained of the software used by pupils, there is little assessment of their progress in skills, knowledge and understanding.
84. Not enough work was observed in the infant classes to make an overall evaluation of standards. In the one lesson observed pupils used the mouse confidently and were learning how to pinpoint text for printing out. In the one lesson observed in the juniors Year 5 pupils were learning to use Super Logo to give commands to produce specific shapes. They made satisfactory progress but their keyboard skills were slower than average and they took too long to understand instructions. Year 6 pupils are aware of the different functions of the computers, describe the use of icons accurately, change the size of fonts and perform basic word processing. They are uncertain how to shift text on the screen and have had little experience of adding graphics. They are also uncertain how to store and retrieve information and how to save to a disk. When asked they were unable to indicate how they would create a graph. Some of the pupils indicated they had better machines at home and could do more with them.

MUSIC

85. As was the case during the last inspection, there were limited opportunities to observe the full range of musical experiences that are offered to pupils. There is, therefore, insufficient evidence to make a secure judgement of the standards in the subject, or the progress made by pupils with special educational needs. However, the observation of two short lessons, involving junior pupils, indicates that the pupils sing in tune, have a good sense of rhythm, and are developing a sound knowledge and understanding of dynamics in singing and the timbre of different musical instruments. They use these skills well, for example in their response to a radio programme dealing with a range of jazz styles.
86. A broad range of musical experiences is provided. All classes have two music lessons each week, one with the class teacher where the main focus is the music programmes provided by the BBC. A part-time teacher, who is a music specialist, takes the other lesson. Pupils are given the opportunity to learn a range of orchestral instruments taught by peripatetic teachers. There are also two recorder clubs that are run during the lunchtimes. Good opportunities are provided for pupils to demonstrate their musical skills. For example, a Year 6 girl played the piano

when the pupils entered assembly and others played the recorder. Effective opportunities are also taken to widen the pupils' musical experiences by regularly playing recorded music in assemblies. School productions, carol evenings and musical soirées give the pupils confidence to perform in public, both as instrumentalists and as part of a choir which is open to anyone wishing to join. In assembly, the pupils sing tunefully and with an obvious sense of enjoyment.

87. Pupils show very positive attitudes to music. They all join in singing in assembly and respond well to the activities of the radio programme. They try hard to improve their performances, not only in class, but when they are taught by visiting teachers.
88. The overall level of behaviour is good, particularly of the majority of junior pupils and this benefits the quality of performance and their learning. Pupils show respect for the musical performances of their peers, for example when a group played recorders to accompany the singing of an African song.
89. The overall quality of the teaching is good, particularly of the oldest pupils. In a good lesson in the Year 4/5/6 class the teacher's careful use of a taped programme helped pupils develop their understanding of jazz and blues rhythms. Teachers have a good understanding of the subject, especially the part-time specialist teacher. This, together with the teachers' high expectations for the level of performance, adds considerably to the pupils' quality of learning. All the teachers show enthusiasm for the subject, especially the co-ordinator who offers a well-planned programme for the subject. The pupils are comprehensively and accurately assessed, which places the teachers in a strong position to amend the curriculum in the light of experience.

PHYSICAL EDUCATION

90. Only one lesson was observed so there is insufficient evidence to make an overall evaluation of standards. Teachers' planning indicates that a broad curriculum is provided, which is supplemented by a good range of extra-curricular competitive sporting activities. These include netball, football, badminton, rugby, tennis, kwik cricket and swimming. An annual sports day is also held. The school indicates that usually all pupils at age eleven achieve the National Curriculum target in swimming.
91. The teaching was good in the one lesson seen in the Year 4/5/6 class. Effective features of the teaching were the use of demonstration and encouragement of pupils to evaluate their performance. Pupils responded well. Their attainment was satisfactory but they made good progress in the rhythm and continuity of their movements as they devised sequences of gymnastic movements. They were very attentive during the demonstrations and co-operated well when working in pairs. Pupils behaved well.

RELIGIOUS EDUCATION

92. It was possible to observe only one lesson during the course of the inspection. This was in the Year 4/5/6 class. However, conversations were held with pupils and samples of their previous work examined. Based on this evidence, pupils' progress is good and attainment at the end of both key stages is above average. This represents an improvement on the standards reported in the last inspection. The pupils' knowledge and understanding of Christianity and other faiths are extended regularly during assembly.

93. Infant pupils have a good understanding of the celebrations of the Christian year and why they are special. Work on 'belonging to a Jewish family' enables them to compare another faith where the symbolism of the candle is important, for example in their study of the festival of Chanukah. Pupils' learning of the importance of respect for the beliefs of others is very well extended in the juniors. Pupils speak knowledgeably about the range of sacred buildings in Jerusalem and why they are important to Christians, Jews and Muslims. High attaining pupils show a very mature appreciation of the tensions, problems and striving for co-existence within the city. However, other pupils' learning of these aspects was restricted by their greater concentration on the design issues of creating a travel brochure about Jerusalem. Examination of pupils' previous work indicates a good level of extended understanding of the Christian year and of its festivals, such as Ascension, the importance of the subject of the cross, the structure of churches and of other members of the Christian family, such as Quakers and the Salvation Army. The standard of presentation, however, of some of the written work is not high enough. Progress by pupils with special educational needs is good because of the effective support they receive.
94. In the observed lesson pupils were keen, worked hard and showed good attitudes to the subject. The good classroom management skills of the teacher also contributed effectively to the pupils' learning. The 'status' and importance of the subject are enhanced by the effective use of homework for preparatory work on the current topic.
95. The breadth and relevance of the religious education curriculum are well supported by the school's use, not only of the village church, but also by work in and visits to Ripon Cathedral and the Bradford multi-faith centre. The school is also very successful in extending the pupils' appreciation of the faith backgrounds of other children by effective links with a multi-faith school in Leeds and one in Sri Lanka.
96. The co-ordinator organises the subject well, ensuring an effective rolling programme of study, which is suitably resourced, for example by the availability of religious artefacts when required.