

INSPECTION REPORT

**AISKEW, LEEMING BAR CHURCH OF
ENGLAND PRIMARY SCHOOL**

Leeming Bar, Northallerton

LEA area: North Yorkshire

Unique reference number: 121472

Headteacher: Mr Jon Sykes

Reporting inspector: Mrs Sonja Öyen
7167

Dates of inspection: 11th – 13th June 2001

Inspection number: 193669

Full inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Leeming Lane Leeming Bar North Yorkshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Derek Eccles
Date of previous inspection:	April 1997

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INFORMATION ABOUT THE INSPECTION TEAM

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11084	Mrs Jane Hughes	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
30078	Mr Richard Powell	Team inspector	Mathematics and Information communication technology Art and design Design and technology Physical education	Quality and range of opportunities for learning
17685	Ms Linda Spooner	Team inspector	The Foundation Stage Science Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Aiskew, Leeming Bar is a small voluntary controlled school that serves the villages of Aiskew and Leeming Bar, five miles west of Northallerton. A small number of children travel to the school from Bedale and the surrounding area. Since the last inspection in 1997, the number on roll has fallen from 113 to 82. Nearly half of the children are from service families based at RAF Leeming. Last year, 20 pupils joined the school and 14 left. The number of pupils in each year group varies and the four classes all have children from two year groups. Classes are small with the youngest children in a class of 17. The boys outnumber the girls especially in the reception year and in Year 5. Six pupils (seven per cent) are eligible for free school meals, which is well below the national average. Children's attainment on entry varies but is generally as expected for their age. Sixteen children (20 per cent) are identified as having special educational needs, which is average. Two pupils have statements of special educational need. No other pupil receives support from external agencies. There are no pupils from minority ethnic communities and no pupil has English as an additional language.

HOW GOOD THE SCHOOL IS

This is a good school with several very good features. It lives up to its motto of 'Growing together, learning together' and justly has a high reputation for helping each child to do their best in the Aiskew, Leeming Bar family. Standards are good. The children learn well because of much good teaching and an interesting curriculum. The headteacher successfully combines very good teaching with good leadership and management of the school. The school gives good value for money.

What the school does well

- It is a happy, caring community; the excellent relationships permeate the whole life of the school. The children really enjoy learning and behave very well.
- Good quality teaching for the junior children ensures they achieve well and attain good standards, especially in mathematics and science.
- Standards are good in information and communication technology; the oldest children are confident and competent in a range of skills.
- The headteacher is an energetic, skilful and sensitive leader with a clear vision for the school; all the staff are committed professionals who want the children to achieve their best.
- It enjoys very good relationships with the parents and the community.

What could be improved

- The quality of the curriculum, especially the use of the outdoors, for children in the reception year.
- The children's skills in and their enthusiasm for reading and writing.
- The procedures and systems to tell the governors how well the school is doing.
- The even greater involvement of the children in organising their own learning and in helping to decide how the school can improve.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement has been good since the inspection of 1997. The previous headteacher drew up an action plan to deal with the two key issues but its implementation was curtailed by her illness and untimely death which had a profound effect on this small school. The present headteacher has done much in the four terms since his appointment to develop the roles of others in managing the day-to-day life of the school and in deciding its priorities. This has strengthened the school's potential to improve and given a clear direction for the next few years. The headteacher maintains a high teaching commitment and provides a good teaching model especially in mathematics. The quality of teaching has improved and good standards have been sustained in English, mathematics and science. Standards have risen in information and communication technology (ICT) and in design and technology especially for the junior children. Parents particularly value the 'opening up' of the school and the friendly welcome they receive from the headteacher, staff and children.

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	
	1998	1999	2000	2000	
English	C	A	C	E	well above average A above average B
mathematics	C	A	A	B	Average C below average D
Science	E	A	C	D	well below average E

Eleven children took the national tests for eleven year olds in 2000 making statistical comparisons with other schools unrealistic. The grades reflect the average of all the children's results and mask the fact that over a third of the children joined the class during Year 6, and one child with a statement of special educational needs took the tests and achieved well especially in science. Nearly all the children attained Level 4, as expected for their age, in English, mathematics and science. The fact that half reached the higher Level 5 in mathematics placed the school in the top five per cent of all and similar schools. Several children attained Level 5 in reading and science but none did so in writing. This lowered the overall English result. Nearly all of the 12 children currently in Year 6 have attained Level 4 in English, mathematics and science. A few are working at Level 5 in writing and more are doing so in reading, mathematics and science. The school is on course to achieve its realistic targets.

Standards at the end of Year 2 in 2000 were well above the national average and above that of similar schools in reading, writing, mathematics and science. All the 14 children reached Level 2 as expected for their age. This placed the school in the top

five per cent of all schools. Not enough children attained the higher Level 3, especially in science, when compared with all schools. Inspection evidence indicates that standards could be higher for this year's group. While nearly all children have achieved Level 2, only a few have done better than this in reading, writing and science. Standards are higher in mathematics. The children get off to a sound start in the reception year. By the end of the year, most have reached the standard expected of six year olds in all six areas of learning, and many show maturity in personal, social and emotional development and good skills in speaking and listening. A few do well in reading and writing.

In ICT and design and technology, standards are good especially by the end of Year 6. In ICT, a minority of children are at least a year ahead of the others. In art and design, geography, history, music, physical education and religious education, standards are satisfactory. Pupils with special educational needs make satisfactory progress as they are given useful adult support.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; the children enjoy school life and are willing to learn.
Behaviour, in and out of classrooms	Very good; the children show a good level of self-discipline. They follow the rules and conduct themselves maturely.
Personal development and relationships	Relationships are excellent but the children have too little opportunity to organise their own learning and to take the initiative in lessons.
Attendance	Good.

The children's zest for school and consideration for one another contributes highly to the family ethos and to the ease with which new children settle into school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 6 years	aged 6-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	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.

Teaching is good overall. It is satisfactory, or better, in all lessons and good in 53 per cent, very good in a further 15 per cent and excellent in another 5 per cent. The strongest teaching is by the headteacher of children in Years 5 and 6. They benefit from his excellent teaching in drama and physical education and very good teaching in mathematics and ICT. There is good teaching in all classes but most frequently for children in the reception year and those in Years 3 and 4 where there is also some very good teaching. As a result all the children are learning well across the curriculum and most have made good progress over the year in developing knowledge, skills and understanding.

In the reception class and at Key Stage 1, most children get off to a good start in reading, writing and number because the basic skills are generally taught well. However, the teachers' expectations are not always high enough in reading and writing for the higher attaining children who are underachieving. Good teaching is boosting the children's progress at Key Stage 2 particularly in writing and mathematics. The teachers use their good subject knowledge to challenge the children to extend and apply what they know. Consequently, the children are learning relevant strategies to cope with different writing formats and number problems. They are not learning as much in reading.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall but the provision for children in the reception year is not as rich as recommended nationally; themes are used very effectively by all teachers to link subjects and to teach skills as well as knowledge.
Provision for pupils with special educational needs	Satisfactory; the children take full part in the curriculum and receive enough support to help them achieve their individual targets.
Provision for pupils' personal, spiritual, moral, social and cultural, development	Good; major strengths in social and moral development are lessened by limited provision to help the children appreciate life in a multicultural society. The children gain a good sense of the responsibilities involved in being part of a caring community.
How well the school cares for its pupils	Good; the staff know each child very well but do not always use what they know well enough to decide the next steps in their learning.

The school enjoys a good partnership with parents and the local community. Seventy per cent of parents – a very high percentage – returned the questionnaire before the inspection and many parents wrote letters to praise and highlight those aspects they most valued.

The reading diaries show that many parents take a keen interest in hearing their children read and helping them with homework. They support the school in raising funds and attending events. The school takes care to keep parents updated on events through the notice board, good quality newsletters, progress reports and a school brochure.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher is a strong leader who is setting a clear direction for the school. He is supported well by the deputy headteacher and has forged a good team who are committed to improving what they do. All are playing their part in raising standards.
How well the governors fulfil their responsibilities	Satisfactory; committees deal effectively with school matters but rely too much on the headteacher for information.
The school's evaluation of	Good; the headteacher has taken the lead in analysing test results and

its performance	factors in teaching and learning. The governors are not taking a sufficiently critical approach in deciding how well the school is doing.
The strategic use of resources	Good; funds are used effectively to support the school's priorities and the headteacher uses his time very efficiently to teach and manage the school. Space and resources are not used to best effect in the reception class and at Key Stage 1.

The school has a good match of staff and expertise to meet its needs. It is beginning to apply best value principles and has made good use of funds to employ an ICT specialist. The impending removal of folding screens provides a good opportunity to review the organisation of two classrooms. The headteacher's leadership by example has revitalised the school and set a positive tone for staff, children and parents.

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 are expected to work hard; • The school is well led and managed; • The welcome they receive – they find it easy to approach the teachers and support staff with concerns and queries; • Their children like school and it is helping them to become mature and responsible; • The teaching is good and their children are making good progress. 	<p>There were no aspects raised by a significant number of parents.</p> <p>A small number tended to disagree that their children get the right amount of homework.</p>

The inspection team agree in large part with the parents. The school ethos is one of learning and doing one's best – this is also exemplified in the positive and open attitude of the headteacher and staff to parents and the children. As in most schools, the children take home reading books and work to complete. Good quality homework sheets typify the approach at Key Stage 2 and the school is reviewing when, and how much, homework is set to ensure that the parents feel it is appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the children start in the reception class, their attainment varies but is generally similar to that of most children of the same age. Many have good general knowledge and good skills in speaking and listening. They make good progress due to good teaching and most are on track to reach the standard by the end of the reception year in reading, writing, mathematics and in creative and physical development. Most have already attained the national standards, known as early learning goals, in personal, social and emotional development and in language for communication. Several are reading independently and beginning to record their own stories and number sums because of good teaching and the parents' good support. Higher attaining pupils are already working towards Level 1 of the National Curriculum.
2. The pupils make satisfactory progress in Years 1 and 2 across the curriculum. Inspection evidence shows that by the end of Key Stage 1, standards are satisfactory in reading, writing and science. They are good in mathematics. In all subjects, most pupils have reached Level 2, as expected for their age, and a small number reach the higher Level 3. In reading, writing and science, the higher attaining pupils do not always fulfil their potential as they are not challenged enough to ensure that they achieve well. Standards are not as high as they were last year. However, direct comparison is unrealistic as the year groups are small. This year there are 12 pupils in Year 2 and last year, there were fourteen. When results are compared, standards have remained above the national average since 1997.
3. In the 2000 national end of Key Stage 1 tests, the school's overall results were well above the national average in reading, writing and number. In 2000, all 14 pupils in Year 2 reached Level 2 in reading, writing, mathematics and science. This placed the school in the top five per cent of all schools nationally and also of all similar schools. Boys and girls did equally well in reading and, as seen nationally, the girls did better in writing. The boys slightly outdid the girls in mathematics. The percentage of pupils who reached the higher Level 3, was well above the national average in writing and above in reading and mathematics. Although the Level 3 percentage in science was in line with the national average, it fell below the average of similar schools.
4. Most pupils enter Key Stage 2 as fluent readers and competent in handling number. Most write independently, use correct punctuation to demarcate sentences and spell simple words accurately. Many present their work neatly, although few have moved into using joined handwriting. The good fluency of pupils' speech is mirrored in the good ideas, words and phrases in their

writing and in their chat about the books they read. The most able readers are confident in tackling stories and read with good expression.

5. Pupils build on this good start and continue to make good progress at Key Stage 2 because of good teaching. Pupils' learning is enhanced by their good memories for facts, their quickness to learn, particularly when they are well motivated, and their positive attitude to all subjects. They see the relevance of what they know in other subjects and use it well. The focus this school year on developing pupils' writing has been very effective in linking what pupils do in the literacy hour with work in other subjects. As a result, pupils have written letters to people they know, such as the vicar following a visit to the church; and have compiled spreadsheets on the computer on theme park data to work out the costings of a school trip.
6. By Year 6, standards are good in mathematics and science, and satisfactory in English. The school is on course to meet its targets for Level 4 attainment in all three subjects. Nearly all of the 12 pupils have reached the level expected for eleven year olds, and at least a third are doing better than this. More have done well in reading and mathematics. This reflects the pupils' fluency and accuracy and good level of understanding especially in reading fiction, and the headteacher's subject expertise in boosting achievement in mathematics. In writing, the pupils' attainment is less consistent. They know a lot about stylistic features and the formats of different types of writing but inaccuracies in spelling and punctuation often lower the quality of the content. A few pupils are working at the higher Level 5 in writing. This is an improvement on last year when no pupil reached Level 5 in the national test.
7. Pupils' fluency and use of language is good – they choose words and phrases for effect. Their good expertise in listening and speaking is also evident in other subjects. In mathematics and science, pupils ably explain their thinking and justify their opinions. Inspection evidence shows that there is little significant difference in the attainment of the boys and girls. Pupils with special educational needs make satisfactory progress overall. They make steady progress towards their targets because the support they get in lessons helps them to concentrate and achieve success.
8. In the 2000 national tests for eleven year olds, the school's results were well above the national in mathematics. They were in line in English and science. The school met its targets in English and mathematics and nearly all pupils reached the level expected for their age in all three subjects.
9. When compared with the school's 1999 results, and with the average of similar schools in 2000, standards were not high enough in English and science. However, direct comparison is unrealistic as the year cohorts are small. In 2000, 11 pupils took the tests. Four pupils joined the class during the year, and one pupil had a statement of special educational needs. This pupil made very good progress over the year, took the tests and achieved well, especially in science, but did not attain Level 4 as expected of an eleven

year old in English and mathematics. As one pupil is the equivalent of nine per cent, the statistics easily become distorted.

10. In 2000, the school did best in mathematics. Six of the 11 pupils reached Level 5 and this placed the school in the top five per cent of all and similar schools. The school is set to sustain this achievement this year and inspection evidence indicated that this may be equalled by pupils' achievement in science.
11. Since 1997, the school has improved standards in mathematics and science. The dip in 1998 in these subjects as well as in English, which was also seen at Key Stage 1, occurred when the management of the school and teaching arrangements were affected by the illness of the previous headteacher. Standards rose again in 1999 bringing the school in line with the upward national trend.
12. Termly assessments of pupils' writing are providing the headteacher with data to track and analyse every pupil's progress. He is using this information to set targets for year groups and individuals to raise the achievement of all. The staff are aware of the need to raise Level 3 attainment at Key Stage 1 and Level 5 attainment at Key Stage 2, in science as well as in writing to raise overall standards.
13. The satisfactory standards at the end of Key Stages 1 and 2 in art and design, history, music, physical education and religious education have been sustained since the 1997 inspection. Standards in geography have fallen to satisfactory at Key Stage 1. In all subjects, the pupils' skills are as well developed as their knowledge. In art and design, geography, history and religious education, pupils learn to use evidence from fieldwork and research, including the use of ICT, as well as using their literacy and numeracy skills to record their findings.
14. Standards have risen at Key Stage 2 in design and technology and at both key stages in ICT. In both subjects, standards are now good. The pupils benefit from carrying out design projects from the initial overview of similar products, through the design and making of their own product to the evaluation of the process and the product's effectiveness. The pupils are knowledgeable and skilled. This also typifies their attainment in ICT. Pupils make good progress at both key stages in learning about different programs and functions and using them as part of their work. Several of the Year 6 pupils are already at least a year ahead of others of the same age. By the end of the year, Year 6 pupils will have covered all of the requirements of the National Curriculum for ICT and exceeded the standard expected.

Pupils' attitudes, values and personal development

15. Since the last inspection, the school has strengthened this aspect of its work. The pupils' very good attitudes, behaviour, and understanding of others contribute highly to the ethos of the school.

16. All the parents who returned the questionnaire and attended the meeting agreed that their children like school. Nearly all agreed that their children thrive on the high expectations of hard work set by staff. This is also reflected in the pupils' opinions. Pupils' attitudes to learning are very good and help them to make the most of their time at school. From starting in the reception class, pupils are enthusiastic learners who approach each task with interest and a sense of purpose; they waste little time in starting work and listen carefully to teachers' instructions. Pupils are very biddable and eager to please. They are quick to engage adults in sensible conversation and they value the opinions of classmates.
17. Pupils at Key Stage 2 have very good attitudes to school. These are particularly evident in lessons where teachers set very high expectations and challenging tasks for pupils to complete. For instance, during a drama lesson for pupils in Years 5 and 6, they became increasingly interested in the activity as the headteacher encouraged them to analyse more critically the emotions that they and their classmates were portraying and to think how they could improve this element of their work. At the start of the lesson, most pupils were self-conscious and tried to follow the instructions as quickly as possible. By the end, all were keenly focused on the task, willing to help their partners perform better and able to make appropriate comments about how other classmates could improve their delivery and stance. Everyone listened intently to their teacher's pertinent suggestions and significantly improved the quality of their work.
18. Standards of behaviour are very good, whether pupils are in lessons or are engaged in less formal activities around the school. They bring a mature self-disciplined approach to every situation and this helps to create a calm and very purposeful learning environment. Pupils have a very clear understanding of adults' high expectations and they respond to this by being trustworthy and sensible in all their interactions around school. Older pupils take very good care of their younger friends and this adds to the 'family' feeling at the heart of the school community. Pupils respond very well to the praise or rewards they receive from adults for a task well done; they model themselves effectively on the very positive examples offered by the headteacher and staff. No instances of unacceptable behaviour or bullying were seen during the inspection. There have been no exclusions from school in the past year.
19. Relationships between the pupils and with all the adults in the school are excellent and contribute greatly to the happy and orderly learning environment. Pupils of all ages mix particularly well together. A good example of this is at lunchtime, when older pupils serve the younger ones at their table. They take care that everyone's needs are met. Pupils are very caring even within a competitive environment. For example, when playing rounders after school, pupils cheered enthusiastically when a teammate hit the ball a long way or made an exceptional catch but nothing unkind was said if someone played a poor shot. Pupils with special needs are treated with

similar sensitivity by everyone and all make a full contribution to the life of the school.

20. Pupils' personal development is very good. Pupils make the most of any opportunity offered in school to extend their independence and, as a result, they become increasingly mature individuals. They flourish as they experience new social occasions such as the residential trip in Year 6 or when they organise lunchtime table service in the hall. Many take advantage of the good extra-curricular provision to participate in recreational activities, such as netball and choir, and some experience the more competitive nature of local team sports. Pupils are generally well organised in their approach to homework. In contrast, the pupils have too few opportunities in lessons to extend and use their considerable skills in deciding what to do and how to do it.
21. Levels of attendance are good and are above the national average. Pupils' punctuality gives a very prompt start to the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. The quality of teaching is good. In all lessons seen, the teaching was at least satisfactory. It was good in 53 per cent, very good in a further 15 per cent and excellent in a further five per cent. This is an improvement since the 1997 inspection when 10 per cent of the teaching was judged to be very good or better. The quality of teaching is good for children in the foundation stage and at Key Stage 2, and satisfactory for pupils at Key Stage 1.
23. There is much good teaching in every class and in many subjects, but the headteacher is the lead teacher in the school. The quality of his teaching is very good overall and his class of Year 5 and 6 pupils are making good progress across the curriculum. On occasions, especially in drama and physical education, the teaching is excellent and then the pupils make rapid progress. In a gymnastics lesson, the headteacher used the pupils' demonstrations very effectively to reinforce coaching points about balance and timing. The pupils responded eagerly to his encouragement to practise. They not only improved their physical performance but also their skills in evaluating their own and others' achievements.

24. Several key strengths characterise the effectiveness of the teaching overall:
- All the teachers and support staff have very good relationships with the pupils. They know every pupil in the school and often share news and ideas. The pupils have respect and affection for the teachers and try their best for them.
 - The teachers show a high level of commitment to the pupils and to their teaching. They expect the pupils to learn and they work hard to ensure that they do. As a result, the pupils often learn quickly and achieve well.
 - The teachers generally manage the pupils skilfully, often through humour and praise. They make their expectations clear and let the pupils know when they do not meet them. Only when the pace is slow, or when the task is too easy or too hard, do the pupils show natural restlessness and behave inappropriately.
 - The teachers place high value on homework and at Key Stage 2, prepare helpful sheets that inform the parents as well as the pupils as to what has to be done and how it links with current work in class.
 - The team work, thorough planning and preparation of materials and the use of practical and first-hand experiences especially in science, gives a good degree of consistency to most lessons throughout the school.
25. The reception teacher has a good awareness of how young children learn through experience and talk. She, and the classroom assistant, prompt the children to talk about what they are doing and give them time to explain themselves fully. Their insistence on the children having good manners and waiting their turn ensures the children learn what it is to be part of a group.
26. In all year groups, the pupils make good progress in mathematics and ICT. This is because of the teachers' good subject knowledge and skills in helping pupils develop skills in using number and ICT equipment and programs. In both subjects, the teachers emphasise the need for pupils to explain their thinking and to try things out but then to learn by reflecting on the result.
27. At Key Stage 2, the pupils develop a good facility in handling number because of very good teaching. In his role as a leading mathematics teacher for the LEA, the headteacher provides a strong role model which is well emulated by the teacher of the Year 3 and 4 pupils. Both teachers set a brisk pace for pupils which sharpens their intuitive feel for number and their confidence in how to use different strategies. This also ensures that pupils readily use and apply their numeracy skills in other subjects.
28. The teaching is satisfactory in English at Key Stage 1 and good at Key Stage 2. The teachers teach the basic literacy skills well and the pupils systematically learn to read, write in a joined legible hand, spell and use punctuation and grammar correctly. Good teaching this year has ensured that all pupils have acquired and developed knowledge of different writing formats but Key Stage 1 pupils are not learning quickly enough how to improve their

reading and writing. This is due to two prime reasons. The teachers' expectations are not high enough of what pupils can achieve and not enough guidance is given to individuals and groups to show them what they need to do. Space in the classrooms is not being used fully to provide areas to interest the pupils in reading and writing or to promote their literacy through practical activities such as role-play.

29. In all classes, the teachers regularly assess the quality of the pupils' writing and keep records of the books the pupils read but they have less information on the pupils' reading and writing skills and strategies. This weakens their planning to meet individual needs. At Key Stage 2, the teachers' marking is extremely effective in helping the pupils to learn how to improve their writing. The teachers give critical but constructive advice, such as '*Consider inflating your evidence ... remember flattery!*', as well as indications of the National Curriculum level. As a result, Year 6 pupils were well able to talk about their progress and the level they hoped to gain in the national tests.
30. In both literacy and numeracy, the teachers follow the recommended structure for lessons. They plan their lessons in detail and often make good use of practical aids such as number sticks to focus the pupils' attention and small whiteboards for them to draft and show their responses. The opening sessions of mental mathematics or text sharing are usually well structured to help the pupils to see key features or to make connections. For example, reception and Year 1 pupils learnt that the punctuation tells the reader how to say the lines by listening to themselves on tape and checking their words against the text of 'The Bad-tempered Ladybird'. Group work is also usually well planned and organised so that the pupils get on independently while the teacher works with particular pupils. The quality of the plenary sessions varies. In the more effective plenaries, the pupils were reminded of what they had learnt and how effectively their work demonstrated the features covered. In others, the time was used mainly to share what pupils had done.
31. The quality of pupils' learning is much enhanced by the work of the two educational support staff. They have good relationships with the teachers and pupils and offer unobtrusive but effective support for pupils with special educational needs which often benefits others sitting close by.

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

32. The quality of the curriculum is satisfactory for children in the foundation stage. It is good for all pupils in Key Stages 1 and 2 where the curriculum is broad, well balanced and relevant. All statutory requirements are met in that all subjects of the National Curriculum are taught as well as religious education.
33. A policy to guide the provision for children in the foundation stage has recently been put into place but is not yet being followed fully. The present curriculum only partly takes account of the six areas of learning. Although the

planning is detailed, it is generally based on the Key Stage 1 National Curriculum programmes of study and does not take fully into account the national guidelines for children in the foundation stage. The children have a watered down national curriculum experience. The curriculum lacks depth and richness especially in the areas of knowledge and understanding of the world, creative development and physical development. Not enough has been done to link the use of the outdoors with the activities indoors or to provide a challenging environment in the classroom that promotes the children's interest and achievement in all six areas of learning. As the year has progressed, the daily literacy hour and mathematics lesson have rightly been introduced to prepare the children for work in Key Stage 1.

34. The school has effectively introduced and implemented the programme and guidance of the National Literacy and Numeracy Strategies at Key Stages 1 and 2. As in most schools, over half the teaching time is given to English and mathematics. This, with staff development, and increased resources, has had a positive impact on standards, more especially in mathematics.
35. Developing strengths in the English curriculum are firstly, the planned development of pupils' speaking and listening skills, such as the discussion by Year 3 and 4 pupils about their reaction to a pamphlet published by a local candidate in the General Election, and secondly, the use of drama as a means of exploring work in other subjects, such as history. As the headteacher worked with Year 5 and 6 pupils in the role as child chimney sweeps, he was able to assess their understanding of conditions at the time. A weakness is the lack of vibrancy and excitement in the reading and writing curriculum. Very few classrooms have attractive reading areas or displays to interest the pupils and motivate them to read and write. In contrast, pupils much enjoyed the visit of the poet Nick Toczec and found his work very stimulating.
36. The school's comprehensive review of curriculum planning has given a well thought out curriculum. The planning is based on national guidance and coherence has been achieved by linking subjects in meaningful ways. For example, art and ICT enrich work in science in Years 1 and 2; pupils used CD ROMs to find out about egg-laying creatures and made careful drawings of butterflies. Literacy and numeracy skills are developed in all subjects. Across all subjects there is also a good balance between increasing pupils' knowledge and understanding while providing them with opportunities to develop and practise their skills.
37. The curriculum in most subjects has been organised into a two-year cycle that ensures pupils in mixed age classes do not cover the same themes in subsequent years. The teachers are beginning to evaluate the success and impact of the curriculum and to look for ways to improve and enrich it. Much has been done to increase the number of visits to places of interest and to bring visitors into school. This is much valued by parents. Younger pupils have visited the Castle Museum to look at old toys and members of the local Women's Institute provided expert advice on sewing to pupils in Years 3 and

4 during design and technology work on money holders. Year 6 pupils have the chance to develop outdoor and adventurous activity skills as part of a residential week and the school makes good use of its own grounds to enrich pupils' experiences in science and physical education. The school has policies for all subjects and has, as part of the school development plan, a rolling programme of curriculum review and improvement.

38. The provision for pupils with special educational needs is sound. Early identification procedures enable the coordinator to work closely with colleagues and parents to provide clear, well-focused individual learning plans for each pupil. The plans have realistic targets and helpful strategies to achieve them, especially in literacy, but pupils are often expected to do the same as everyone else in other subjects.
39. All pupils have equal access to all aspects of the curriculum, including extra-curricular activities. This is a strength of the curriculum. For a school of its size, it offers a good range of sporting and musical activities throughout the year which are extremely popular. The rounders club is open to all year groups. The way the pupils play together with good spirit and are very supportive of each other's effort and success contributes much to their personal development and to the school's caring ethos. Choir, music and drama clubs link into the school's Christmas production. The pupils pay for additional classes in French and football coaching.
40. The school makes satisfactory provision for pupils' personal, social and health education. It has developed a programme of lessons and identified opportunities to develop particular aspects such as ideas of citizenship by looking at General Election information and holding an election for the school prime minister. Governors have agreed that there is no formal sex education programme but that it is part of the science curriculum. Good links have been established with the military police unit at Catterick Garrison who provide a drugs awareness programme (DARE) to pupils in Years 5 and 6. Pupils commented that they had learnt a lot from the sixteen-week course and had valued the graduation ceremony attended by their parents.
41. The school is keen to develop its links further with the local community. For example, it liaises well with Bedale High School, to which most pupils transfer at the age of eleven. Pupils make preliminary visits and become used to the layout of the school and meet the staff. The school takes a positive role in the local small schools' cluster group and also enjoys close links with the church and the Women's Institute.
42. The school's provision for pupils' personal development is good. As in 1997, the provision for moral and social development is very good; it is satisfactory for spiritual and cultural development.
43. The school successfully nurtures the Christian values that underpin its work. It meets statutory requirements in holding a daily act of collective worship which is essentially Christian in character. Assemblies provide opportunities

for reflection and prayer. As reported in 1997, spiritual issues are not always considered in sufficient depth and pupils have few opportunities in lessons to develop insights into the values and beliefs of others. This also typifies the provision for pupils' cultural development. The school uses art and music well to increase pupils' awareness of their local heritage and European culture. Pupils are introduced to the work of local artists and through their work in history, pupils develop an understanding of past societies and cultures that have affected the way pupils live today, such as the legacy of the Vikings. However, the school does not do enough to promote pupils' awareness of issues related to racism and life in a multi-cultural society. This remains a minor issue for improvement.

44. The headteacher takes a strong lead in promoting pupils' awareness of a moral code. Pupils are expected to know right from wrong and to regulate their own behaviour. The school is very effective in promoting positive behaviour and in encouraging pupils to be responsible, self-disciplined and trustworthy. The school has supported several charities. As part of the curriculum, pupils are encouraged to consider moral issues such as the impact of tourism on the environment of St Lucia.
45. Building relationships is a strong feature of the very good provision for social development. All the teaching staff provide very good role models in the calm, enthusiastic and thoughtful manner in which they relate to and help their colleagues, pupils, parents and visitors. They value the pupils' achievement and their growing sense of social responsibility. Pupils' friendships across age groups are successfully promoted through whole school ventures, such as extra-curricular activities and lunchtime family groups, and the mixed age classes where pupils frequently work in pairs, small groups and as a class. The school does not draw enough on the pupils' mature social skills in lessons to develop their independence as learners.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. Standards of pastoral care are high and ensure that pupils experience a secure and supportive learning environment in which they can achieve well and make good progress.
47. Procedures for child protection are good. The special educational needs co-ordinator is also the adult designated responsible for child protection and she combines the two roles effectively to ensure pupils' well-being. She works closely with the headteacher and all staff are kept up to date with current information. This ensures that adults are quick to pick up any areas of concern and pupils' welfare can be carefully monitored. Effective liaison is maintained with a range of outside support agencies and appropriate help is available to pupils and their families.
48. Effective systems are in place to monitor pupils' health, safety and general well-being. Accidents are carefully recorded and there are good first aid measures in place. All adults are aware of pupils' particular dietary

requirements. Support staff are particularly effective at looking after pupils who have special physical needs. As a result, these pupils participate in all areas of the curriculum and enjoy a full range of learning experiences alongside their classmates. The school fully consults the parents and the pupils on what they wish others in the school to know and how this may be best handled.

49. Class teachers carefully complete attendance registers at the start of each session and parents are conscientious about informing the school of any reasons for absence. Perfect attendance from an individual pupil is marked by the award of a certificate; the attendance reward system is to be extended to include more pupils with very good records.
50. All adults working in the school are consistent in the way they strive to promote good behaviour among pupils; procedures are very good and ensure pupils behave well in all areas of the school. The teachers have high expectations of how pupils should behave and they set very good examples for them. The school offers pupils a good range of opportunities to experience different social settings – whether in school, on trips or during a residential stay away from home. Lunchtimes exemplify the family atmosphere that characterises the school in all areas of its work. The calm, quiet and assured approach of the headteacher and teachers is not always echoed in the work of the lunchtime assistants. This detracts from the overall quality of support.
51. The school is very careful to maintain good procedures for monitoring and supporting pupils' personal development. The induction programme for the youngest children is comprehensive; it allows parents and pupils to become familiar with the school environment and its expectations. It also enables the school to begin to gather information about what each child can do when first at school. Good advice is offered to parents about how best to prepare their child for the start of full time education and this helps them to settle more quickly.
52. The reception class teacher carries out an assessment of what the children know soon after they are admitted to the class. The information is used very effectively to provide parents with a detailed report and to set learning targets. Very good records of attainment are maintained and these systematically track the progress of each child.
53. All the teachers monitor closely the development of their pupils during the year and celebrate particular successes in the weekly achievement assemblies. Regular targets are set for each pupil and these identify personal as well as academic development points. Parents value the knowledge the class teachers have of their children and feel staff are very supportive of any children with particular needs or problems. The teachers' records of pupils' progress in all subjects vary in quality. For example, all the teachers keep records of the books that pupils read but they do not record enough information to show each pupils' strengths and weaknesses in reading and to

indicate what they need to learn next. This also applies to writing and partly explains why pupils do not always make enough progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Parents are overwhelmingly positive in their views of the school. Seventy per cent of parents returned the questionnaire and only in the matter of homework was there any noticeable disagreement. At the parents' meeting it was not clear whether the parents felt there was too much or too little homework but the headteacher is looking at ways to consult the parents further about this. The homework is well organised and the amount is similar to that given in other schools.
55. The parents are very appreciative of the work of the headteacher, staff and governors and are wholehearted in their support for all the school provides for their children. They believe the school is very welcoming and encourages parents to be fully involved in their children's learning. They agree the teaching is good and that their children are expected to work hard. Inspection findings support these positive views.
56. The headteacher and staff establish good, clear links with parents at all levels. Detailed information is provided for parents of new children before they join the school and equally useful newsletters and reports are sent home throughout the school year so that parents feel they have a clear understanding of what the school is working towards. Partnership with parents starts with the sharing of information about the children in the reception year. With the baseline evidence, this helps to track how well they progress as they move through the school. Parents are strongly of the opinion that all the staff are very accessible and they particular appreciate the way the headteacher is outside school at the end of each day and chats to parents and pupils.
57. The school works hard to take account of parental concerns. Parents' opinions are canvassed and acted on. Parents' responses to a survey of their views about parents' evening have been posted in classroom windows and parents know that action will follow to deal with their dissatisfactions. As a result of previous comments, parents are given longer to talk during parent-teacher interviews and homework arrangements have been modified to take account of children's activities outside school during the summer months.
58. The quality of the end of year, written reports to parents is good overall. Evaluative comments for English, mathematics and science are detailed and provide parents with a clear picture of what their children can do. Briefer comments appear for the other subjects.
59. Parents have an effective impact on the work of the school and make a good contribution to their children's learning at school and at home. The Parents' Support Group is an efficient fundraising body that makes a good contribution to the school's learning resources as well as planning a good variety of social

events for all members of the school and local community. Parents are very supportive of the school's homework policy and are particularly conscientious about listening to their children read. Many help their children to find out about topics. The school also involves parents in regularly setting new targets for their children's learning and this helps them to have a very clear idea of what their children are studying and what they need to do next to improve. However, not enough guidance is given to parents on what they can do to help their children reach their targets, especially in reading and writing.

60. The headteacher has a very clear idea of how parent helpers fit into the life of the school. This developing role is defined within the school's improvement plan where a carefully constructed training timetable is set out. This is well conceived in view of the small size of the school.
61. The previous inspection report judged home-school links to be good although the questionnaire returns indicated that parents were not totally satisfied with some aspects of the school's links with them. The questionnaire returns for this inspection have reversed that trend. The partnership with parents is good and is developing further.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The overall quality of leadership and management by the governors, headteacher and key staff is good. Weaknesses in the work of the governing body to hold themselves, the headteacher and the staff to account are offset by the good lead given by the headteacher in analysing how well the school is doing.
63. In the inspection in April 1997, two key issues were identified; both related to leadership and management and specifically to the monitoring and evaluation of the quality of teaching and learning. The previous headteacher drew up an action plan but its implementation was curtailed by her long illness and subsequent death. Parents and governors accept the drop in standards at Key Stages 1 and 2 in 1998 as a natural consequence of the situation at the time. The deputy headteacher and teachers managed the school and the parents praised their sterling work in keeping the school and pupils '*on an even keel*' (parent's comment) and ensuring that good standards were sustained.
64. The headteacher was appointed from January 2000 and since then the rate of improvement has been good. He has been successful in forging a strong team of teaching and non-teaching staff who are committed to school improvement and greater partnership with the parents. The care of the staff, the high morale of staff and pupils, and the clear direction for the school given by the headteacher, were all recognised and highly valued by the parents at the meeting with inspectors and also in letters sent separately.
65. The headteacher successfully combines a teaching role with two afternoons spent dealing with management tasks. This has been achieved by the

effective delegation of administrative jobs to others and by agreeing procedures and practices to ensure the school runs smoothly day-to-day. As noted in the last inspection, the deputy headteacher provides stalwart support. Her knowledge of the pupils and their families together with her ready willingness to do what is needed, have been key elements in the development of a strong management partnership between head and deputy headteacher.

66. An effective strategy in developing the team was the allocation of responsibility for the key subjects to individual teachers and for other subjects to the teaching team as a whole. It is much to the credit of all that so much has been achieved in a short time in agreeing school policies, and in revising subject policies and schemes of work. The work rate has been extremely high and reflects the headteacher's good leadership and the teachers' willing and conscientious approach. The school motto of *'Growing together, learning together'* is very well exemplified in the work of the staff as well as the pupils.
67. The headteacher has placed high store on developing procedures to monitor the quality of teaching and learning throughout the school. His thorough review of the school's response to the 1997 inspection report identified exactly what the school had done to deal with areas for improvement identified throughout the report as well as the two key issues. All the teachers have taken responsibility for managing areas of priority, have compiled action plans and received training in observing what goes on in classrooms. This joint approach has resulted in a positive attitude to school improvement and good potential for further improvement in using information more critically to identify what the school does well and what needs to be improved. The headteacher has given the lead in analysing the pupils' test results and in tracking their progress this year. His list of priorities for the second half of the school year are wholly appropriate and reflect many of the aspects for improvement identified in this report.
68. The governors are very supportive of the school and many bring personal and professional expertise to their work in committees. Many have given long service to the school. Nearly all the appointed governors attend meetings regularly and the governing body fulfils its responsibilities and statutory duties. It relies too much on the headteacher for information about the work of the school. A good start has been made in monitoring the school's progress through the programme of governors' meetings with subject coordinators and visits to lessons. The governors have few systems and procedures to track and evaluate critically the effectiveness of the school in meeting its targets and the objectives outlined in the school development plan. This is a substantial, well thought out document that deals with all aspects of the school's work and sets a clear path for school improvement based on a rigorous review of the previous year's achievements. The plan is guiding spending and professional development.
69. Financial management and control is good. The finance committee of the governing body keeps a close eye on the school's finances and are prudent

in their allocation of funds. Governors are well aware of the falling trend in numbers on roll and how this may result in reductions in the school budget and teaching staff. Numbers are difficult to predict as so many pupils come and go during the year as a result of their families being posted to or from RAF Leeming. Governors have been able to retain four classes by drawing on available grants but they are wisely retaining a larger than average reserve capital. The parents raise considerable funds over the year. In the recent past their monies have paid for new classroom furniture.

70. The school is beginning to apply the principles of best value. This is best seen in the way the coordinator consulted pupils who have special educational needs about the quality of what the school provides for them. This good initiative opens the door for consultations with all pupils about how the school can improve and how they can be involved in the process. The governors and headteacher have also consulted others outside school on the production of a new prospectus. The headteacher and governors realise the need for the school to market itself to best advantage to uphold its status. The headteacher alerts the governors to how well the school's results compare with others and care is taken to ensure that best value for money is obtained in purchases.
71. The management of special educational needs is good. The deputy headteacher has a good knowledge of each pupil on the school's register of special educational needs which is regularly updated. The school follows the recommendations of the national Code of Practice in compiling individual education plans and involving parents in reviews. Allocated funds are used to provide support and resources as needed and the governor with responsibility for special educational needs meets regularly with the coordinator and then reports to the governing body on progress to date.
72. The quality of the accommodation is satisfactory overall. The school has a particularly attractive site with mature trees, garden areas and large school field which adds considerably to the quality of the pupils' experience. During the inspection, all classes used the outdoors as part of science and physical education lessons. The reception year children do not benefit enough from the use of the outdoors.
73. The size and layout of the four classrooms varies but all are adequate although Year 5 and 6 pupils have only just enough room to move around. The intrusion of noise from classes in the hall and the difficulty in opening and closing the folding doors to the two classrooms for younger pupils will be resolved when the doors are replaced by walls over the summer break. This also provides a useful opportunity to reorganise the storage and furniture in these rooms which are cluttered and do not give pupils easy access to resources. The school entrance area doubles as a school library and also a mini ICT suite but is not fulfilling either to best advantage. There is little to attract the reader or to encourage pupils to see the area as one in which to work. Governors have planned carefully a rolling programme of decoration

and improvement and the school is well maintained and cleaned to a good standard.

74. For its size, the school is well staffed but given that the headteacher is also a class teacher, the staffing is not generous. The teachers offer a good mix of experience and specialisms that are used well to provide specialist subject teaching such as in music. As yet, the governing body has few ways to monitor the effectiveness of the staffing arrangements.
75. The number and quality of learning resources is satisfactory. Several of the computers are old but operational.
76. The school gives good value for money. Pupils make good progress over time from broadly average attainment on entry. They receive a good education. The school is very successful in creating a positive learning and family atmosphere. Resources, funds, staffing, space and time, are used efficiently.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. In order to build on the work done so far and continue to raise standards and improve the quality of education, the governors, headteacher and staff should:
 - (a) provide a richer, more challenging learning environment for children in the foundation stage by:
 - ensuring that national guidance is taken into account fully;
 - making full use of the outdoors to extend the work planned in the six areas of learning.

(paragraphs 33, 72, 90, 93,94)

- (b) improve pupils' skills in reading and writing throughout the school by:
- strengthening the teaching of reading and writing, especially in helping pupils to realise the strategies they need to read and write effectively;
 - improving the quality of the reading books used in the early stages of reading;
 - maximising the opportunities for pupils to develop an enthusiasm for and an enjoyment of reading and writing;
 - ensuring that assessment systems are used to identify the areas for improvement in pupils' reading and writing so that the teachers may target their teaching accordingly;
 - providing parents with even more guidance on how to help their children improve in reading and writing.

(paragraphs 28, 29, 35, 53, 59, 84, 98-107)

- (c) strengthen the quality of strategic planning by:
- using information more critically to identify what the school does well and what needs to be done to improve;
 - ensuring that the governing body has systems and procedures to monitor and evaluate the work of the school effectively.

(paragraphs 67, 68, 74)

- (d) increase the independence and involvement of the pupils in and out of lessons by:
- providing more opportunities for the pupils to show initiative and to make their own decisions in lessons on how things can be done to achieve the planned learned objectives;
 - consulting the pupils even more on how the school can improve and how they can be involved in the process.

(paragraphs 20, 45, 70)

In drawing up the action plan, the governors may also wish to consider the following minor issue:

- the limited provision to develop pupils' awareness of racism and life in a multi-cultural society (paragraph 43)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	15	53	27	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- Y6
Number of pupils on the school's roll (FTE for part-time pupils)		94
Number of full-time pupils known to be eligible for free school meals		6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		16

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	20
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	5	9	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	9	9	9
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (89)	100 (89)
	National	83 (82)	88 (86)	88 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	4	5
	Girls	9	9	9
	Total	14	13	14
Percentage of pupils at NC level 2 or above	School	100 (89)	93 (89)	100 (89)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	3	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	3	3	3
	Total	9	9	9
Percentage of pupils at NC level 4 or above	School	82 (87)	82 (80)	82 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	8
	Girls	3	3	3
	Total	9	9	11
Percentage of pupils at NC level 4 or above	School	82 (87)	82 (87)	100 (87)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	80
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.2
Number of pupils per qualified teacher	22.4
Average class size	23.5

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	34

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	208271
Total expenditure	201977
Expenditure per pupil	2220
Balance brought forward from previous year	10898
Balance carried forward to next year	17192

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	87
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	38	0	0	0
My child is making good progress in school.	71	29	0	0	0
Behaviour in the school is good.	40	57	0	0	3
My child gets the right amount of work to do at home.	43	45	10	2	0
The teaching is good.	72	24	2	0	2
I am kept well informed about how my child is getting on.	52	48	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	28	0	0	0
The school expects my child to work hard and achieve his or her best.	74	24	0	0	2
The school works closely with parents.	52	46	0	0	2
The school is well led and managed.	74	22	2	0	2
The school is helping my child become mature and responsible.	62	38	0	0	0
The school provides an interesting range of activities outside lessons.	64	34	0	0	2

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

78. Thirteen five-year-old children attend school on a full-time basis and are in a class with four Year 1 pupils. When the children start school, their knowledge, skills and understanding varies in reading, number and personal skills and the majority are slightly lower than the local authority average. Evidence from assessments made in the first term show that compared with children nationally, their overall attainment is broadly in line with expectations. Many have a good level of general knowledge and several are much travelled.
79. By the end of the reception year, most of the children are on track to reach the standard expected for their age in reading, writing, mathematics and creative and physical development. Most children have already attained the early learning goals for personal, social and emotional development and for listening and speaking. In addition, their knowledge and understanding of the world is higher than might be expected of children of this age. The children do well because of much good teaching.

Personal, social and emotional development

80. By the end of the reception year, most of the children will have exceeded the early learning goals in this area of learning. The children adjust quickly to school and are happy and confident. All make good progress as the quality of teaching is good. The teacher and classroom assistant have high expectations of their behaviour and attitudes. The staff do much to promote good relationships through providing opportunities for the children to talk and listen to each other, and consciously planning activities that involve the children in sharing and taking turns with each other. The teacher provides a very good role model as she takes every opportunity to encourage the children to offer their ideas, to be well behaved and appreciative of others. As a result, the children are confident, responsive and very interested in what they are being taught.
81. The children are developing satisfactory independent learning skills. An example of this was seen during a mathematics lesson when a group of children worked without direct supervision to place ladybird cards in the order of the number of spots on each card. They take care of their own needs but the classroom is poorly organised to enable them to find the things they need and to put them away easily when they have finished an activity.
82. Good provision is made for the children to learn about their place in the school community, to be sensitive to the feelings of others and to understand the difference between right and wrong. This was highly evident when the children led a whole school assembly on the theme of facing difficulties. In

acting the story of 'The Bad Tempered Ladybird', they showed a good understanding of its theme.

Communication, language and literacy

83. The children make good progress in listening and speaking and at the time of the inspection, most had already attained the early learning goals in these areas. The teacher successfully develops the children's use of language for thinking through her frequent use of 'Why?' and 'Tell me'. The children make sound progress in reading and writing and the majority are in line to achieve the standard expected for their age by the end of the reception year. A small number are already on their way to Level 1 of the National Curriculum.
84. Most children are reading the first books in the school's reading scheme. The quality of teaching is good in basic reading skills. The teacher shows the children how to follow the story and use clues to predict what is coming. As a result, the children recognise and read many familiar words. The higher attaining children use their knowledge of letter sounds to build up two and three letter words. Although many are developing technical skills in reading, few demonstrate real enthusiasm and excitement about books and stories. This is partly due to the uninviting reading area and to the fact that the reading scheme is outdated and does not provide a stimulating introduction to the world of books. Parents are very willing to hear their children read but the home-school reading diaries provide too little guidance on how they might help them improve.
85. In writing, the teacher provides a sound balance between teaching handwriting, sentence structure and encouraging the children to write independently. The majority of children write one or two words on their own and letters to represent what they want to say. Higher attaining children write short sentences and phrases to tell a story or write their news. Most show an understanding of the main elements of stories. In a literacy lesson, because the teacher questioned them closely about different starting phrases for stories, the children voted to use 'Once upon a time' and confidently explained that when writing the beginning of a story, it is important to identify 'who' and 'where'.

Mathematical development

86. By the end of the reception year, the large majority of children will have attained or exceeded the early learning goals in number – especially for counting and calculating. This is due to good teaching and to the emphasis placed on number activities. In one lesson, the children made very good progress in estimating and predicting because of the teacher's well-structured approach and high expectations of their success. She kept up a brisk pace in getting the children to double numbers and kept the children's enthusiasm high.

87. The large majority of children count reliably to twenty and some count beyond this without help. Most recognise numbers to twenty correctly and higher attaining children are recording simple number problems formally using addition and equivalence signs. In one lesson, these children confidently wrote in the missing numbers on clock faces and prompted the others to tell the hour accurately. The teacher has good subject knowledge. Her rolling of a large sponge die to select a number kept the children very attentive in one lesson. Over the year, the children have made sound progress in learning to recognise and name basic shapes and patterns.

Knowledge and understanding of the world

88. The children are interested in the world around them and want to find out more. They enjoy finding out how things work and talking about what they see. A good example of this was when the children collected mini-beasts on a walk in the school grounds. They recorded their findings in writing, drawing and models and then went on to find photographs of some of the creatures in books saying, *'That's the same as the one over there'*.
89. By the end of the reception year, their attainment is generally higher than expected for their age. The children's wide general knowledge shows in many ways. When making a fruit salad, the children named correctly a wide range of fruits and talked about pips and peel when preparing them. The higher attaining children do not always achieve as well as they should, as they are not stretched enough. For example, when looking at a model castle, several children showed a good grasp of its features and their purposes but the teacher missed opportunities to build on this and find out the full extent of their knowledge. Many children are also familiar with maps and are well able to locate countries such as England.
90. The overall quality of teaching is satisfactory. Not enough is done to build on the children's natural curiosity by providing changing displays to promote their questions. The children make good, independent use of the computer and have well-established skills in controlling events on the screen. This is because they are taught the basic skills effectively in using the keyboard and mouse. For example, with teacher support, many were able to search a simple word bank and to highlight the appropriate word to match the work they were doing.

Physical development

91. By the end of the reception year the large majority of children have met, and a few have exceeded, the early learning goals for this area of learning. The quality of the curriculum and teaching are satisfactory overall.
92. Most children are well co-ordinated and move around confidently. Most show a good awareness of space and consideration for the safety of others. However, when using tools, such as brushes and scissors, not all show well developed manipulative skills and this reflects the lack of daily opportunities

to rehearse and practise skills. In a well organised physical education lesson outside, the children made good progress in throwing and catching bean bags safely. They improved their aim to get the bag to their partner's feet or into a hoop because of the teacher's praise and her encouragement to focus more on what they were doing.

93. The children join the others for playtimes outside but do not have regular access to planned and resourced outdoor activities as part of the day. This weakens the development of a range of skills such as balancing, climbing and controlling a range of different materials and tools. Opportunities are missed to make more efficient use of adult help to extend some of the indoor activities outside. The school recognises this as an area for improvement

Creative development

94. Satisfactory opportunities are provided for the children to develop their creative skills and the majority are on course to attain the early learning goals by the end of the reception year. Over time, the children explore colour, line and form in their paintings, drawings and weaving. Sound teaching introduces the children to skills and techniques but limits their individuality. The focus is much more on the adults directing what the children do as opposed to the children making their own decisions about what to use and do. The layout and organisation of the room and the fixed furniture restrict the opportunities for the children to take part when they wish in activities such as imaginative play with large blocks or construction toys, role play, music, sand, water, art and craft activities. The room does not have a well stocked area for the children to make their own choices about what to create with different media.
95. The children take a full part in assemblies and join in confidently with the singing. The children are interested in music; they name percussion instruments and know what sort of sound they make. In one lesson, they beat, rattled and scraped instruments, watching the 'conductor' carefully to change the sound so that it was loud or quiet.

ENGLISH

96. Standards are satisfactory overall. Since the last inspection, they have risen in line with the national trend at Key Stages 1 and 2. Nearly all pupils reach the level expected for their age and a significant number do better. Inspection evidence shows that the school is on course to sustain the standards achieved in last year's tests for eleven-year-olds. At Key Stage 1, standards are not as high as last year when all pupils attained Level 2 in reading and writing.
97. Standards in speaking and listening and in reading are good. All the pupils are confident, highly articulate and good, mature conversationalists. They initiate exchanges, listen carefully to other's views and comment in turn. Even the youngest pupils speak confidently, often at length, and use a wide range of words and expressions. When asked for clarification, they often rephrase

and add detail. Their confidence in speaking is developed by the open, easy relationships with adults and other pupils. Lunchtimes, when pupils of different ages eat together in small groups, are rich in questions, comments and opinions as well as the use of expressions of politeness such as '*Would you like more or have you had sufficient?*'. Pupils cope well with '*How do you know?*' and '*Why do you think..?*' questions in mathematics and science and show their good language skills by giving concise, apt explanations.

98. Pupils' wide vocabulary and fluency in oral language enhances their progress in reading and also the quality of their writing. However, standards in writing are not as good as they are in reading, and in both reading and writing, there is some underachievement. This is linked to weaknesses in the teaching and to the fact that the school does not do enough to stimulate the pupils' motivation to read and write. The school is aware that, compared with the girls, many boys show low interest in reading and writing and their attainment reflects it.
99. Work done this year to raise the quality of writing throughout the school has borne some fruit. The visit of poet Nick Toczek stimulated a wealth of poems from all pupils in the school and the teachers have exploited well the potential to develop writing through other subjects. As a result, the pupils have experienced a rich writing curriculum but this has meant the school has 'taken its eye off the ball' in reading. In all the lessons seen, the focus was on writing. The teachers were using effectively examples of different types of writing, such as a letter, verse and the work of Colin McNaughton to help pupils to write in a similar way. When reading these items with the pupils, the teachers placed the focus on stylistic features and less on how the pupils made sense of what they were reading even though the texts were often challenging for many children. The teachers often made relevant references to words, phrases and meanings, but did not always take the opportunity to develop the pupils' skills in reading aloud to an audience or in reading critically.
100. Key Stage 1 pupils make steady, satisfactory progress in learning to recognise words. They learn to use their knowledge of letter sounds to work out unfamiliar words. Their developing fluency and accuracy in reading is much helped by parents hearing their child read regularly at home. The teacher misses opportunities to use the reading diaries to inform parents more on how they can help their children make progress, such as using expression. The reading scheme books used with those pupils starting to read offer little variety, have stilted vocabulary and use limited punctuation. As a result, many pupils develop a flat style of reading. The pupils gain much greater reading variety and challenge in the books used in literacy lessons and in the books used later in the reading scheme which the pupils enjoy.
101. By the end of Year 2, most pupils attain the level expected for their age but only a few do better. Only the more able readers interact well with the story, use good expression and use the sense of the story to predict and infer. Their skills in reading non-fiction are not as well developed. By Year 6, pupils read

fluently but do not always understand fully what they read. They get the gist from the text but often gloss over words they do not know. Few read with lively expression. In talking about favourite authors including Roald Dahl and Dick King-Smith, pupils showed an awareness of style and preference. They know how to find information, but are less adept at selecting specific details and collating information. This is because they have not been taught relevant skills and strategies or had enough opportunities to apply them. For example, pupils' skills in locating words quickly in dictionaries develop slowly as this is not an integral part of reading and writing activities.

102. In all classes, the lower attaining pupils and those with special educational needs in reading lack confidence and frequently struggle to work out unfamiliar words. With help, they often make good progress especially when shown how to use what they know to make an informed 'guess'. The school has purchased many good quality books since the last inspection but the classrooms lack attractive reading corners to encourage the pupils to read more. Similarly, the library has many quality non-fiction books but the ambience is poor. Times are missed to develop pupils' interest in authors, poets and different types of text. An exception is the quiet reading time for Year 3 and 4 pupils. In one session, pupils were highly engrossed in reading comics, novels, poems and some used non-fiction books to answer questions on habitats.
103. Many pupils get off to a slow start in writing but by the end of Year 2, most are writing independently in correctly punctuated sentences. A scrutiny of pupils' work shows that not all pupils have achieved the potential shown in their work in September. While many Year 2 pupils use really good words, phrases and punctuation such as exclamation marks, their spelling is inaccurate and their use of common punctuation is inconsistent. For example, the introduction of speech marks and joined handwriting in the spring term, has not been sufficiently well rehearsed to ensure that pupils use them consistently. The teacher gives very few comments on what the pupils need to do to meet their targets or to improve. This partly explains why so few pupils do well for their age.
104. At Key Stage 2, pupils make good progress in learning about different types of writing and their features, but there is little evidence of the development of their skills in drafting, revising and editing their work. Pupils' flair in using language is evident in their stories, poems and book reviews such as one pupil's comment, *'The author had used a marvellous variety of extraordinary words'*, and in a letter of complaint to a holiday company, *'Firstly, I would like to point out..'* Pupils develop uniform, neat, joined handwriting and learn spelling patterns and strategies.
105. The teachers' marking is extremely effective in helping the pupils to improve. The teachers act as a critical audience and give pertinent advice such as, *'Try adding commas at the start of sentences to make them more dramatic as in Finally, she stopped.'* Pupils often write a reply. Year 6 pupils usually set out their work well using paragraphs; many use language for effect such as

dialogue to take the story on and asides to the reader. Not all spell words correctly and punctuate their work accurately. This sometimes lowers the consistency of quality.

106. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. The teachers follow the recommended structure of the literacy hour and plan their lessons carefully. Lessons in drama and handwriting are also well planned and taught. Year 5 and 6 pupils made very good progress in appreciating life as a child chimney sweep in Victorian times because of the headteacher's excellent teaching and insistence on pupils thinking about feelings and how to show them. His clear demonstrations are also a good characteristic of literacy lessons. The teachers show the pupils what to do and talk about the process. This ensured that Year 3 and 4 pupils compiled a lively letter of thanks to the vicar following a visit to the church.
107. The leadership and management of English are good. The coordinator has initiated several useful strategies, such as class stories told by the teacher, to increase pupils' interest in reading and in turn, the quality of their writing. She monitors teachers' planning to ensure that all National Curriculum requirements are met. Work done as a team to assess the quality of pupils' writing has increased the teachers' awareness of the National Curriculum levels of attainment and provided a good basis for teachers' marking. However, teachers' records of pupils' reading and writing progress do not give them enough information to help them decide what pupils need to learn next.

MATHEMATICS

108. Standards are good. In the national tests at the end of Key Stage 2 in 2000, the school's results were well above the national average and above the average for similar schools at both key stages. Inspection evidence indicates that pupils' attainment is as strong this year. Standards have risen since the last inspection. This is due to the overall good quality of teaching, especially by the headteacher who has been awarded leading mathematics teacher status by the Local Education Authority. He provides a very good model of mathematics teaching.
109. All pupils, including those with special educational needs, make at least satisfactory and, more often, good progress because of the effective teaching and continuous challenge. A scrutiny of pupils' work showed that lower attaining pupils have made good progress in all year groups especially in presenting their work neatly. The higher attaining pupils make best progress at Key Stage 2. Much work has been done across the full range of the mathematics curriculum. As a result, all pupils develop a secure grasp of number and how to apply it in solving problems as well as good knowledge and understanding of shape, space and measures and data handling.
110. By the end of Key Stage 1, nearly all pupils reach Level 2 as expected for their age and a third reach the higher Level 3. Pupils add and subtract

numbers to 100 accurately and confidently. They correctly order and complete numbers patterns, add and subtract two digit numbers and are beginning to apply and use mental recall of addition and subtraction facts to 20 in dealing with larger numbers. Most pupils count confidently in fives and tens to 100 and higher attaining pupils recognise that multiples of five end in nought or five. All pupils name correctly a range of two and three-dimensional shapes and recognise lines of reflective symmetry. They use a range of standard and non-standard units to measure length and time.

111. By the end of Key Stage 2, nearly all reach Level 4 as expected for their age and many are working at Level 5. Pupils are secure in dealing with all aspects of mathematics and in the use of calculators. Their good understanding of place value allows them to multiply and divide whole numbers by 10 and 100 quickly and accurately, and when solving number problems, they use a variety of mental and written computations, including ready recall of multiplication facts to ten. Higher attaining pupils work confidently in decimals and percentages and most pupils know how to measure and draw angles. They know how to compile graphs and pie charts and show a good understanding of probability.
112. The quality of teaching is good at Key Stage 1 and very good at Key Stage 2. In the numeracy lessons seen, the teachers' confidence, enthusiasm and good subject knowledge were very evident. The pupils were often highly motivated and keen to be involved and as a result, their learning was good and in some cases, very good. The teachers are very familiar with the principles of the National Numeracy Strategy and apply them in practice. They plan very conscientiously and make effective use of practical resources such as counting sticks and washing lines to sequence numbers. In sharing the purpose of the lesson with the pupils, the teachers frequently relate it to what the pupils know already.
113. The pupils learn and achieve well because the pace of lessons is often fast and they are helped to make relevant connections between what they know and new information. In lessons, the initial sessions of mental mathematics are generally lively and the teachers prompt the pupils to think quickly and to explain their answers. In sharing and discussing strategies, the teachers provide a good model for the pupils in the way they set out computations clearly on the class whiteboard. The ready and encouraging exchanges between teachers and pupils gives the pupils confidence that in turn leads to success and self-esteem in mathematics. The teachers' skilled questioning, such as *'How are you positive that it is a multiple of 50?'*, with integral use of mathematical vocabulary, develops and deepens the pupils' understanding.
114. In a very successful lesson for pupils in Years 5 and 6, the headteacher's energetic, lively teaching kept all the pupils highly involved in working out percentages. Well designed tasks and worksheets enabled most pupils to work independently in calculating 10 per cent of numbers while the headteacher worked with the higher attaining pupils to develop their skills and accuracy in calculating fifteen per cent. In the plenary, pupils applied

what they had learned in calculating percentages of money and responded confidently when asked to explain their thinking. Such good learning also typified work in other classes. A common strength is the focus on '*What have you learnt?*'.

115. The teachers use informal questioning and regular tests to assess the pupils' attainment. As they know all the pupils well, they are quick to note when any pupil is having difficulties. In all lessons seen, the teachers dealt quickly with problems and ensured that pupils with special educational needs were supported and that their task was achievable. This adds to their good progress. When the teachers mark the pupils' work, they identify targets for pupils as well as giving comments and praise.
116. The headteacher provides very good subject leadership. He has recently redesigned the teachers' planning format to allow him to monitor the coverage of work in relation to the National Numeracy framework. Other teachers have seen him teach and he regularly monitors the quality of others' lessons. This has heightened the consistency and quality of teaching throughout the school and helped to identify areas for improvement. Resources are satisfactory and the teachers are using ICT to support pupils' learning; pupils in Years 5 and 6 learnt how to use spreadsheets in working out the costs for visits to theme parks. Good quality homework for all pupils builds well on work done in lessons.

SCIENCE

117. Standards are satisfactory at Key Stage 1 and good at Key Stage 2. The school has satisfactorily maintained the good standards and quality of provision noted in the last inspection at Key Stage 2. At Key Stage 1, the judgement of the 1997 inspection was that pupils' attainment was above national expectations. The findings of this inspection are that most pupils reach Level 2 as expected for their age but too few do better than this. The pupils have good general knowledge but the teacher does not always use it to best advantage in encouraging the pupils to suggest what they might find or what might happen.
118. As in 1997, a strength of the curriculum is the high focus on investigational science which is especially strong at Key Stage 2. Pupils' work since September shows much independent and collaborative investigation. Younger pupils also carry out simple investigations but the high use of worksheets limits the possibilities for pupils to record their findings in their own way and to develop and extend their ideas.
119. Key Stage 1 pupils make satisfactory progress. They acquire scientific knowledge, learn about scientific enquiry methods and develop skills in writing simple reports with labelled drawings. In one lesson seen, good links were made with work being done in literacy. Pupils used posters and books and CD ROMs to find and record information about the life cycle of a butterfly. Most concentrated hard and higher attaining pupils shared and

compared information. Work completed during the year indicates that pupils have developed a satisfactory understanding that pulling, squashing and rolling are all forces. They know that plants require light and water for growth. They are developing skills in prediction and understand the simple elements of a fair test. For example, in recording the process of an investigation one pupil wrote, *'The cars will start in the same place'*. Pupils' work is often untidy and poorly organised.

120. During Key Stage 2, progress speeds up and is good for most pupils, including those with special educational needs. Nearly all Year 6 pupils are in line to attain Level 4, as expected for their age, in this year's national tests and half are set to achieve the higher Level 5. Year 6 pupils have a very secure understanding of scientific method. They pose scientific questions and make their own decisions on how answers can be found. They predict what might happen before starting an investigation and understand the significance of fair testing and changing variables. They also learn to look at evidence in assessing issues, such as the effect of smoking on health. This makes a good contribution to pupils' moral and social development.
121. A scrutiny of pupils' books at Key Stage 2 shows that most pupils have made good progress during the year in learning how to draw valid conclusions from their results. This is partly because of the teachers' positive and challenging marking of the pupils' work. Comments such as 'Were you surprised that...?' and the use of National Curriculum levels of attainment not only challenge the pupils further but also show how well they are doing. Good opportunities are planned for pupils to use their mathematical and ICT skills. As a result, in addition to recording results and findings in written form, pupils develop skills in using the digital camera and the computer to compile and use databases, graphs and charts. Year 3 and 4 pupils used previously inputted data on habitats to find the answer to questions such as 'Do beetles live in cold, dark places?'
122. Pupils' attitudes to science are good. They work together well. They listen carefully and are willing to contribute their own ideas to class discussions. Just occasionally, the teachers do not challenge the pupils' contributions enough. Higher attaining Year 1 and 2 pupils gave only basic information on their egg-laying creatures and missed chances to see similarities and differences. Most pupils work hard and enjoy practical activities. Over the year, pupils have produced a good amount of work in response to the teachers' high expectations of effort.
123. The good quality of teaching noted in the 1997 inspection has been sustained. All the teaching seen was satisfactory and it was good for the oldest pupils. The teachers have secure scientific knowledge and use questioning skilfully to develop the pupils' scientific thinking. Lesson plans are detailed with clear learning targets and content that builds effectively on what pupils have learnt in earlier lessons.

124. The quality of subject management is good. The co-ordinator monitors planning and is soon to monitor teaching and learning in response to the weakness in management identified in the last inspection. The science curriculum is broad, balanced and meets fully the requirements of the National Curriculum. Recent national guidance has been incorporated into the scheme of work. The procedures to assess and record the pupils' progress are good and give the teachers clear information on strengths in teaching and learning and where curriculum adjustments are needed. Resources are adequate and are immaculately organised in a central resource area.

ART AND DESIGN

125. Standards are broadly in line with national expectations at the end of both key stages. Pupils develop skills and techniques as well as knowledge of the work of well-known artists such as Van Gogh and craftspeople such as the sculptor, Andy Goldsworthy.
126. Key Stage 1 pupils enjoy art and confidently talk about their work using relevant terms such as colour mixing, secondary colours and shade. They learn how to draw from observation. Year 1 and 2 pupils' drawings of geraniums and dragon plants showed an eye for detail. They also learn how to use different sized brushes and media to create effects with colour and tone. Year 1 and 2 pupils made sound progress in learning how to use oil pastels because of the teacher's clear explanation and demonstration in blending and creating shades of colour. Pupils were interested in the flower paintings of Georgia O'Keefe and keen to download examples of her work from the Internet.
127. Displays of Key Stage 2 pupils' work show well how their skills develop. Examples of confident self-portraits in pencil show a growing awareness of perspective and how to use the point and side of a pencil to achieve different effects. Paintings, prompted by Mussorgsky's music, include good examples of fine brush technique to achieve the feathers on an owl and the flames and smoke erupting from a volcano. Paintings and drawings of flowers, stimulated by the work of local artist Nancy Murgatroyd, show attention to detail. Pupils' sketchbooks show experiments with pencil techniques and quick sketches, but are generally under-used especially as a means to collect ideas from what they see. Similarly, there is little evidence of the pupils making their own choices and exploring possible combinations of different media and techniques.
128. As only one lesson was seen, it is not possible to judge the overall quality of teaching, but this lesson, pupils' work and teachers' planning indicate that the teaching is at least satisfactory at both key stages. The content of the well-planned scheme of work, based on national guidelines, has been meaningfully linked to work in other subjects. For example, the painting of fruit by Year 1 and 2 pupils complemented other activities in science, design and technology, English and ICT. The teachers take care in mounting the

pupils' work and in displaying it to advantage throughout the school. This adds to the personal development of the pupils in raising their self-esteem.

129. The leadership and management of art and design are good. The coordinator has good subject knowledge and provides advice and support to others. She is aware of the need to give the pupils more opportunities to work together especially on large-scale pieces in both two and three dimensions. A recent good example of such collaborative work is the Millennium Quilt now hanging in the school entrance. The pupils used different sewing and appliqué work to produce individual sections and then to combine all into one.

DESIGN AND TECHNOLOGY

130. Standards are satisfactory at the end of Key Stage 1, and good at the end of Key Stage 2. Since the last inspection, the school has improved the quality of what it does in design and technology. As a result, Key Stage 2 pupils' attainment is higher than that seen in most schools. The school has a good scheme of work that includes all required features of the National Curriculum, including food technology, and emphasises the process of design-make-evaluate. Good use is made of ICT to record and present the pupils' work. An effective feature is the meaningful link with other subjects; for Year 1 pupils, the making of a fruit salad was tied to work in science, art and design, health education, English and ICT.
131. No overall judgements are possible on the quality of teaching as only one lesson was seen but judgements on learning are based on this satisfactory lesson and the evidence of pupils' work on display, discussions with teachers and pupils and a review of the scheme of work and teachers' planning. The pupils enjoy design and technology and are proud of what they do.
132. At both key stages, the pupils learn how to use a wide range of tools, materials and components. The younger pupils experiment with different ways to stick and join things and are encouraged to look carefully at aspects that affect people's choice such as the colours of fruit. In the lesson seen, the support assistant took time to help Reception and Year 1 pupils to identify different fruits and to decide which parts were edible. Her comments also ensured pupils followed good procedures for food safety and hygiene.
133. Pupils make good progress in learning how to make things move. Year 2 pupils have experimented with different ways to link paper and card to produce pop-up pictures and know to include axles if they want their vehicles to move freely. In making a book for the reception children, pupils in Years 3 and 4 developed their knowledge and skills in measuring, folding, assembling and joining materials to make flaps, tabs and moving pictures.
134. Throughout Key Stage 2, the pupils develop their skills in communicating their ideas and evaluating their work. Good examples are the projects on making money holders and slippers when the pupils gathered information about similar products before designing their own. Pupils benefited from the

advice and guidance of a member of the Women's Institute on how to sew and stitch to join and to decorate their money holders. Pupils' use of the digital camera and Powerpoint has not only increased their skills in ICT but also provided the means for them to present their work in an increasingly professional manner.

135. Under the headteacher's leadership, the teachers have collaborated to compile a detailed scheme of work that is being well taught, especially at Key Stage 2.

GEOGRAPHY

136. Standards are satisfactory. Pupils' attainment is as expected for their age at the end of Key Stages 1 and 2. It is not as high as judged in the last inspection for pupils at the age of seven. Throughout the school, many pupils have good general knowledge and a sound awareness of other places in the British Isles and further afield. This is increased by postcards and holiday information from the travels of Barnaby Bear, discussion of places 'in the news' and by fieldwork such as looking at the features of Leeming village and investigating the beach at Souter Point.
137. A scrutiny of work at both key stages shows pupils learn how to make and use maps as well as acquire information about their own environment and how it compares with that of places elsewhere. Pupils in Years 1 and 2 learnt quickly how to use simple grid references to locate places on a treasure map. In working out how to get from one place to another, many used relevant terms such as '*It's going up so that's north to the cave*', and when 'the coast' was explained as being 'where the land meets the sea', one girl excitedly pointed out that to go the coast could therefore mean to go in any direction rather than follow the marked trail. Key Stage 1 and 2 pupils develop a good knowledge of the local area. They enjoy looking at maps. Using a detailed plan of Leeming Bar, pupils from Years 3 and 4 applied their knowledge of the village layout to work out the location of their own home and the different features they could see in photographs such as a factory and retirement home.
138. Pupils develop a sound understanding of the environment and how factors such as climate and tourism may have an impact. Year 1 pupils discussed their likes and dislikes about the school grounds, pointing out the soggy nature of the field because of the rain and Year 6 pupils have suggested ways to resolve environmental problems.
139. As only one lesson was seen at both key stages, it is not possible to judge the quality of teaching overall, but this and a scrutiny of teachers' planning and pupils' work indicates that the teaching is at least satisfactory. A good feature, most particularly, for pupils in Years 3 and 4, is the good use of homework to extend work done in class, such as creating tourist leaflets on St. Lucia. In all classes, the teachers place good emphasis on developing the

pupils' skills in finding and using information through practical work and problem solving.

140. The management of geography is satisfactory. The teachers have recently revised the scheme of work to take account of national guidance. Purposeful and effective links are made with English and mathematics so that the pupils apply their skills in writing reports and notes and in handling data such as rainfall records.

HISTORY

141. One lesson was seen at Key Stage 2. Work in pupils' books and on display as well as discussions with pupils, indicates that standards are similar to those expected for pupils' ages at the end of Key Stages 1 and 2. Standards have been sustained since the last inspection.
142. Key Stage 1 pupils learn about famous people and events in the past from stories and from seeing things at first hand. For example, several Year 2 pupils remembered that the Great Fire of London started in Pudding Lane and knew that Pepys wrote about people escaping in boats on the River Thames. They realise these events were long ago. The pupils talked freely about their visit to Castle Museum in York and of the many old toys they saw. The pupils' knowledge and responses indicate that the quality of teaching is satisfactory.
143. Pupils make sound progress in building on their earlier learning during Key Stage 2. Most retain facts well and develop a satisfactory awareness of chronology. They are interested in the different lifestyles of people in the past. For example, pupils in Years 3 and 4 remembered a lot from their study of the Ancient Egyptians. Year 6 pupils know that the Roman and Viking periods pre-date the Tudors and that the invading Spaniards led to the downfall of the Aztecs.
144. Pupils' progress in using different source materials is enhanced by their good reading and comprehension skills. The pupils are often quick to see the links between what they know and what they read. Two Year 6 pupils, reading about life in Victorian times, reasoned that if richer families had servants, then the servants must come from the poorer families.
145. From the lesson seen at Key Stage 2, a scrutiny of teachers' planning and pupils' work, the quality of teaching is at least satisfactory at both key stages. Good use is made of brainstorming to find out what pupils already know at the start of a topic. Pupils have good general knowledge and are also good at forming questions about what they want to find out. The teacher's questioning and suggestions helped Year 6 pupils to look more closely at the differences in lifestyle and customs of the Victorians.
146. The coordination of history is satisfactory. Topics are well planned and the teachers make good use of visits, visitors, books, CD ROMs and artefacts to

enliven pupils' learning in the subject and provide a rich range of source material. This is very much in keeping with the principles of learning outlined in the subject policy. A valuable link with the Women's Institute enabled Key Stage 1 pupils to talk to older people about their memories of the toys on display in the museum. As noted in the last inspection, there are good resources to support the pupils' work on the Victorians; a small museum of artefacts is the focus of an information trail and Year 6 pupils are to take part in a Victorian day.

INFORMATION AND COMMUNICATION TECHNOLOGY

147. Standards are good. They have risen since the last inspection and are now above what is achieved by pupils in most schools at the end of Key Stages 1 and 2. This is due to improvements in the teachers' expertise and confidence, clear policy guidelines and schemes of work, good links to other subjects, improved hardware and software. It is also because of the pupils' very good attitudes. They are keen to learn and willing to collaborate and support each other's learning. Pupils are learning and achieving well because of effective, good teaching. The teaching sessions are short and well focussed; they provide all pupils with explicit, direct teaching and clear demonstrations.
148. At Key Stage 1, pupils make good progress in acquiring and using a range of skills. They know how to open and shut down programs. Year 1 and 2 pupils control the mouse competently. Year 1 pupils made quick progress in learning how to create pictures on screen because the teacher set challenges for the pupils and then used their explanations of what they were doing to teach the others. She talked them through how to use the mouse to click on different icons on the tool bar and how to control the screen pointer to draw shapes and then fill with colour.
149. Throughout Key Stage 2, pupils' good progress is maintained because of well-organised and imaginative, good teaching that frequently links ICT with other subjects. For example, pupils in Years 3 and 4 were taught how to create a database using information from their science fieldwork. A projector linked to a laptop computer displayed the actual questionnaire and through direct, interactive teaching the pupils learnt about multi-choice questions, files, fields and records. The well planned follow up session allowed some pupils, helped by support staff, to begin to enter data on screen whilst others completed a paper database. The laptop and projector were again used to good effect to explain and exemplify formula on a spreadsheet to pupils in Years 5 and 6. The data related to the costing of visits to various theme parks in the North East of England and provided a meaningful context for the pupils' work.
150. Year 6 pupils have good knowledge about ICT as well as skills in using it. They were keen to demonstrate their multimedia presentations. One pupil confidently explained and showed how he had used different functions to incorporate sound, pictures and text to present information about his hobby of BMX-cycling. All the pupils have a good understanding of technical language,

such as pull down menus, cells and transition of slides. They have had experience in using other ICT equipment including the digital camera, projector and tape recorder.

151. Throughout the school, the pupils' attitudes when working in ICT are always good and often very good. Many have access to computers at home but they are keen to learn more and very willing to share knowledge and expertise.
152. Subject management is good. All the teachers have worked together to bring about the improvements. Recent training has boosted the teachers' skill and confidence and the pupils are benefiting from this and access to more powerful computers. The school has adapted units from the national scheme of work to fit the school's curriculum plan and to ensure that ICT is used in all subjects wherever possible. The teachers are making increasing use of assessment and the older pupils are beginning to assess their own skills and achievements. The school recognises the need to develop more effective use of the Internet and ICT across the curriculum.

MUSIC

153. As only one lesson was seen, it is not possible to judge standards of attainment at the end of Key Stages 1 and 2. Pupils in Years 3 and 4 did as well as expected for their age and the teaching of the deputy headteacher, who teaches most of the music in the school, was good.
154. In assemblies and in the lesson seen, the pupils' singing was tuneful but muted and lacked vitality. Many pupils are tentative in sustaining notes and using volume and tone. They know a variety of hymns and songs and are quick to learn new ones such as 'Mr Red and Mr Blue'. Pupils' good skills in listening attentively and appreciatively to music are well seen in the paintings of pupils from all year groups in response to Mussorgsky's 'Pictures at an exhibition'. In assemblies, the music was often played too quietly for pupils to really appreciate the different instruments and musical patterns.
155. The deputy headteacher is using well her knowledge and skills in music to provide systematic teaching for all classes bar one where the class teacher is responsible. The school has adapted national guidance to structure the curriculum and this ensures that pupils learn to listen to and appraise music as well as compose and perform it. By Year 6, pupils are aware of musical notation, know the definitions of musical terms and sing and play simple rounds such as 'London's burning'.
156. Key Stage 1 pupils learn to play a steady beat and different rhythms on percussion instruments. Year 3 pupils made good progress in composing and playing different rhythms to accompany their song. This was because the deputy headteacher helped them to identify repeating patterns in the song and to evaluate their own performance. One pupils' initial comment, '*It's too complicated*' was proved wrong when after several rehearsals, another pupil provided a strong beat on the xylophone and kept all in reasonable time. The

pupils enjoyed the session and those learning to play the recorder added their own accompaniment using key notes from the song.

157. The coordination of music is satisfactory. Practice echoes the policy. Lesson time is used fully but the pupils have too little time to rehearse and perfect their compositions and to perform for others.

PHYSICAL EDUCATION

158. Standards in physical education are average and improving because of the good quality of teaching. Pupils' attainment is generally in line with expectations at Key Stages 1 and 2, as it was in the last inspection. All pupils have swimming lessons and by the end of Year 6, all are swimming the required 25 metres, and many further than this. The school ensures that pupils who have special educational needs participate fully by providing a 'buddy' from the pool lifeguards.
159. Key Stage 1 pupils learn how to move to music, use space and apparatus, to throw, catch and strike a ball and how to play games. They really enjoy these activities and co-operate very well with each other. This was well illustrated by the small group games played by Year 2 pupils that involved them in batting, fielding and bowling. The pupils showed a good sense of fair play in how they organised their own game and changed roles. Their throwing and catching were initially not as reliable as their skill in striking the ball but they improved markedly as the result of good coaching and teaching. The teacher's effective use of a group to demonstrate and her searching questions such as *'What's a good way to get the ball back to the bowler?'* led the pupils to consider different options, to practise and then to evaluate their own success.
160. Good, and occasionally outstanding teaching, especially for pupils in Years 5 and 6, is ensuring that pupils make good progress at Key Stage 2. Pupils participate enthusiastically. They are keen to do well and respond positively to the teachers' comments. They co-operate sensibly and willingly with each other in teams and as partners. This was best seen in a gymnastics lesson when pairs of pupils in Years 5 and 6 worked very hard to create their own sequences of movements using the floor and apparatus. They discussed what to do in whispered conversations and showed good sportsmanship in their positive, constructive evaluation of others' performance. The teacher challenged them all through the lesson; the pace was brisk but pupils had time to practise and refine their work. His use of pupils to demonstrate allowed him to reinforce coaching points in balance and timing and to praise small steps in improvement in the pupils' use of level, speed and direction.
161. The teachers' good subject knowledge is reflected in their efficient organisation of time and equipment. They ensure that all pupils participate fully. By using a tape measure to gauge improvements in the length of Year 3 and 4 pupils' two footed jumps, the teacher motivated all to do their best. The teachers give of their time to run a thriving extra-curricular programme

throughout the year. Football, netball, athletics and rounders are open to all pupils. The older children also have the opportunity to go on a residential visit when they take part in outdoor and adventurous activities.

162. The quality of subject management is satisfactory. The co-ordinator has a clear view of the curriculum and has worked hard to devise a comprehensive physical education programme whilst identifying areas for future development, for example, dance. The school is currently devising its own assessment system to record and celebrate pupils' achievement in swimming.

RELIGIOUS EDUCATION

163. Standards at the end of Key Stages 1 and 2 match the expectations outlined in the North Yorkshire Agreed Syllabus. All pupils make at least satisfactory progress over time in the development of their religious knowledge and understanding. Key Stage 2 pupils' ability to form and express deeper thoughts on religious issues is not as well developed, as this is not a systematic, integral part of the teachers' planning. This was also identified as a weakness in the previous inspection. The use of drama and moral dilemmas enhance pupils' personal development, and the study of other faiths contributes to pupils' spiritual and cultural development.
164. At Key Stage 1, pupils learn about the life of Jesus and how Christian principles influence others. Year 1 and 2 pupils made sound progress in deciding the qualities of what makes a special friend. Year 1 pupils suggested kindness, being able to make someone smile and cheerfulness. The teacher's good choice of a cuddly toy as a 'new' member of class interested the Year 2 pupils and encouraged them to think of some effective ways in which they could welcome it into school and become friends.
165. By the end of Key Stage 1, pupils know that Jesus' friends were called disciples and that Jesus was a friend to, and helped many people. Work done earlier in the year indicates a satisfactory knowledge of some of the stories of Jesus and aspects of the Jewish faith. Pupils know that synagogues and churches are places of worship and higher attaining pupils show a basic understanding of how Jews celebrate Shabbat.
166. At Key Stage 2, pupils develop a deeper understanding of features of Christianity and Judaism and some of the main events in Jesus' life and ministry. Pupils in Years 3 and 4 know about the different features of a church following a recent visit to the local church. In the lesson seen, the teacher's skilful questioning drew out a range of thoughtful responses from the pupils. They understood the significance and symbolism of some of the furniture; for example the eagle on the lectern carrying God's message and the candle representing Jesus as the Light of the World. By Year 6, pupils demonstrate a satisfactory understanding of the morals underlying some of the parables. Dramatising the story of 'The Good Samaritan' helped pupils in Years 5 and 6 to reach an understanding that friendship and support should be unconditional. Their responses, such as, 'Different communities should help

each other', indicated that they were building on work done earlier in the week in a school assembly.

167. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2 where the teachers' lively and well-informed approaches combine with their very good relationships with pupils to hold the pupils' attention and encourage their positive responses. Teachers keep their own records of attainment and progress and use these to inform reports to parents at the end of the year.
168. The quality of subject leadership and management is satisfactory. The curriculum matches closely the Local Authority's religious education programme and national guidance. The school has few resources of its own except a small collection of library books but borrows books and artefacts as needed.