

# INSPECTION REPORT

**Roseberry Community Primary School**  
Great Ayton

LEA area : North Yorkshire

Unique Reference Number : 121465

Headteacher : Mrs. E. Potter

Reporting inspector : Mr F. Carruthers

Dates of inspection : 15th - 18th November, 1999

Under OFSTED contract number: 707642

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

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## Information about the school

Type of school :	Community Primary
Type of control :	County
Age range of pupils :	4 - 11
Gender of pupils :	Mixed
School address :	Roseberry Crescent, Great Ayton, Middlesbrough, TS9 6EP
Telephone number :	01642 722883
Fax number :	As above
Appropriate authority :	Governing Body
Name of chair of governors :	Mr. R. Kirk
Date of previous inspection :	May 1996

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Mrs M. Sillifant	English Religious education	Under fives
Mr K. Hobday	Mathematics Music	Pupils' spiritual, moral, social and cultural development Special educational needs
Mr. T. Handforth	Geography History	Staffing, accommodation and learning resources Equal opportunities

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## MAIN FINDINGS

### WHAT THE SCHOOL DOES WELL

- Standards in English and mathematics in the most recent end-of-Key Stage 2 tests were above the national average and the proportion of pupils achieving the higher Level 5 was well above the national average.
- Standards in science were in line with the national average and the proportion of pupils achieving the higher Level 5 was above the national average.
- Overall, the pupils make good progress. These results also, compare favourably with schools with similar characteristics.
- The great majority of pupils have good attitudes to their work, behave well and have good relationships with each other and with staff.
- The quality of teaching is good. Twenty per cent of lessons are very good and 40 per cent are good. The remainder are satisfactory. There is no unsatisfactory teaching. The quality of teaching and overall provision in the reception class is very good.
- The school is a caring community that provides good support and guidance for the pupils.
- Provision for the pupils social development is very good.
- The leadership and management of the school, including financial management, are good. The headteacher, governors and senior staff are well involved in target-setting and school evaluation in order to maintain quality and raise standards further.
- The school is host to valuable facilities for parents and the local community which include a pre-school playgroup and a Before & After School Club. The Parent and Teacher Association makes a valuable contribution to buying books and equipment for the school.

### WHERE THE SCHOOL HAS WEAKNESSES

- I. The rate of progress of pupils in Key Stage 1, while satisfactory, could be better; this is evident in progress in reading, mathematics and science as well as other subjects.

The many strengths of the school far outweigh the weakness identified. The governors will form an action plan to resolve the weakness and a summary of this will be sent to all parents and guardians of pupils.

### • HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made satisfactory progress overall since the last inspection. Standards at the end of Key Stage 2 in English, mathematics and science have continued to rise at a rate in line with the rise nationally. The proportion of pupils achieving above the expected Level 4 has risen at a better rate than the national trend.

The quality of teaching has improved. Teaching is good overall and there is no unsatisfactory teaching. At the last inspection, eight per cent of lessons were unsatisfactory.

In relation to the key issues at the last inspection, the school has made the following improvements:

- II. The teachers' planning has improved so that there is clear evidence of what pupils will learn, know and understand and in what order this will happen.
- III. Procedures to assess the pupils' progress and levels of attainment have improved and are now satisfactory.

However, a further key issue was to raise the rate of progress of pupils in Key Stage 1 and this has yet to be achieved.

The school has good potential to make further improvements.

## STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
----------------	---------------------------	-------------------------------

A
C
E

English	A	A
Mathematics	B	B
Science	C	C

### At the end of Key Stage 2, standards are good overall.

In addition, standards at the end of Key Stage 2 in information technology are in line with national expectations and standards in religious education meet the expectations of the locally agreed syllabus. The pupils' attainment in history is above what is expected of pupils at the age of 11 and their attainment in art, design and technology, geography, music and physical education is in line with what is expected.

At the end of Key Stage 1, standards in English are in line with national expectations, though standards in reading are below. There is room for improvement. Standards in mathematics and science are in line with national expectations. The



proportion of pupils achieving the higher Level 3 in mathematics is high compared with the national average. However, it is low in science and there is room for improvement. Standards in information technology are in line with national expectations and standards in religious education meet the expectations of the locally agreed syllabus. Pupils' attainment in all other subjects is in line with what expected of pupils at this age.

### QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Very good	Satisfactory	Good
Mathematics	Very good	Satisfactory	Good
Science	-	Satisfactory	Good
Information technology	-	Satisfactory	Satisfactory
Religious education	-	Satisfactory	Good
Other subjects	Very good	Satisfactory	Good

Overall, teaching is good. In 20 per cent of lessons, teaching is very good and it is good in a further 40 per cent. The remainder is satisfactory. There is no unsatisfactory teaching.

The quality of teaching in the reception class is very good.

Teaching in Key Stage 1 is satisfactory overall and in Key Stage 2 it is good.

Teachers' knowledge and understanding of the subjects of the curriculum are generally good and, especially in Key Stage 2, the teachers have high expectations of what the pupils can achieve. They plan the work and manage the pupils well. However, the teaching of reading in Key Stage 1 has weaknesses and teachers' expectations of what the pupils can achieve in science by the end of the key stage are not high enough.

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

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## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	The attitudes, behaviour, relationships and personal development of the pupils are good. There is a very small minority of pupils who behave badly. The school has satisfactory procedures to deal with unsatisfactory behaviour, including an effective anti-bullying policy.
Attendance	Levels of attendance are satisfactory and punctuality to school is generally good.
Ethos*	The school has a positive ethos which aims for all pupils to achieve their best.
Leadership and management	The leadership and management of the school, including financial management, are good. There is effective leadership from the governors and senior management team.
Curriculum	The breadth and balance of subjects in the curriculum are satisfactory and the teachers plan well what the pupils learn. The curriculum for the children under five is very good. There is a very good range of extra-curricular activities.
Pupils with special educational needs	Provision for pupils with special educational needs is satisfactory.
Spiritual, moral, social & cultural development	Provision overall for pupils spiritual, moral, social and cultural development is satisfactory. Provision for their social development is very good.
Staffing, resources and accommodation	Levels of staffing are satisfactory. The use of additional teaching staff to teach English and mathematics to pupils in groups according to their attainment helps the pupils to make progress. The accommodation is spacious and used well. Levels of resourcing are satisfactory overall.
Value for money	The school provides good value for money and this is an improvement since the last inspection.

\* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<p>Children enjoy school.                      The school achieves good standards of work.                      There are good extra-curricular activities.                      Parents feel they are encouraged to play an active part in the life of the school.                      Parents feel it is easy to approach the school with questions or problems.</p>	<p>The information that parents receive about what is taught.                      Standards of behaviour of a small minority of pupils and how bullying is dealt with.</p>

Inspectors agree with the positive views expressed by parents.

Inspectors judge that the school provides satisfactory information to parents about new developments in the curriculum, through meetings and letters. However, more could be done to give parents more detail about what will be studied in their child's class during each half term.

Inspectors judge as satisfactory the procedures that are in place to promote good behaviour and prevent bullying. There are good links, including formal agreements, established with parents of the pupils who misbehave.

## · KEY ISSUES FOR ACTION

1. Governors, senior staff and Key Stage 1 teachers should take steps to improve the rate of progress made by pupils in Key Stage 1 (**paragraphs 54, 81**).

This should include:

- (a) Improving the organisation of lessons of the National Literacy Strategy to gain maximum value for the development of reading skills and ensuring that groups of pupils read daily with the teacher (**paragraphs 7, 27, 83, 85**).
- (b) Building on the good systems for recording what the pupils have to read in order to improve the monitoring of pupils' progress in reading, so that there is always a good match between the level of challenge of books and the pupils' attainment in reading, and to monitor records of how often pupils read at home and in school (**paragraphs 7, 85, 87, 90**).
- (c) Making more effective use of classroom assistants, especially in whole-class sessions during the 'literacy hour', when the teacher teaches all the pupils together (**paragraphs 25, 67, 89**).
- (d) In mathematics, by careful assessment of pupils' attainment, pitching the level of challenge of work so that it matches better the pupils' levels of attainment (**paragraphs 8, 97, 100**).
- (e) In science, increasing the proportion of pupils who achieve the higher Level 3 in end-of key stage assessments by emphasising investigative skills of prediction and reasoning (**paragraphs 9, 25, 103, 108**).
- (f) Continuing to develop the expertise of staff in Key Stage 1 to teach all the subjects of the curriculum by in-service training of good quality (**paragraphs 25, 30**).

In addition to this key issue, the following areas should be considered for inclusion in the action plan:

- (g) Continuing to monitor the effectiveness of the behaviour and anti-bullying policy (**paragraphs 20, 46**).
- (h) Developing the effectiveness of the contribution that information technology makes to the whole curriculum, when new hardware and software are in place (**paragraphs 14, 26, 101, 108, 116, 117**).
- (i) Monitoring provision for pupils with special educational needs, especially the quality and level of detail in pupils' individual education plans, and making improvements where necessary (**paragraphs 16, 29, 34**).

## **Introduction**

### **Characteristics of the school**

1. The school, which is situated in the village of Great Ayton on the edge of the North Yorkshire Moors, has 257 pupils on roll. It is set in spacious grounds which includes two hard surfaces and playing fields. There are two main buildings; one accommodating the reception class and Years 1, 2, 3 and 4; and the other accommodating classes in Years 5 and 6. In addition, there are two detached classrooms, one of which contains a class of Year 3 and 4 pupils. The school has an outdoor swimming pool which is used by all classes for timetabled lessons in the summer term. Apart from the reception class, each class has a mixed age range across two year groups. At the age of seven, about a dozen pupils transfer into school from a Church of England First School in the village. In addition, there are two pupils who attend the school part-time from a special school.
2. The school follows the local education authority's policy on admissions, priority being given to those children with brothers or sisters in school and to those living in close proximity to the school. In the reception class, there are 27 children, all but two of whom were under five at the time of the inspection. The school also hosts two privately-run facilities, a Before & After School Club and a part-time pre-school nursery class on the site.
3. Most of the housing in the village, from which the great majority of pupils come, is privately owned and there is also a good-sized estate of local authority housing. Overall, the socio-economic circumstances of the pupils' families are broadly average and range from above to below average. For example, the proportion of pupils eligible for free school meals (11 per cent) is average for a school of this type. The attainment of the children on entry to the reception class is average. However, there is evidence of considerable variation between groups entering the school each year and some year groups contain above average numbers of pupils whose attainment in language and mathematics is well below average.
4. The school aims 'for the children to produce quality work in a happy and creative environment to develop self-motivation and self-discipline in order that they become caring and responsible citizens.' On appointment two years ago, the headteacher reviewed the school's provision and set goals to raise standards in English and mathematics, particularly of under-achieving boys, whose performance in end-of-Key Stage 2 tests had been significantly below the national average. The school has agreed targets for pupils in the current Year 6 at the end of Key Stage 2. In English, mathematics and science the target is for 68 per cent of pupils to achieve the expected Level 4 or above.

## 5. Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1  
for latest reporting year:

Year	Boys	Girls	Total
1999	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	11	14	16
	Girls	10	12	11
	Total	21	26	27
Percentage at NC Level 2 or above	School	70 (79)	87 (83)	90 (100)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	12	16	16
	Girls	10	12	14
	Total	22	28	30
Percentage at NC Level 2 or above	School	73 (88)	93 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

### Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2  
For latest reporting year:

Year	Boys	Girls	Total
1999	24	20	44

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	18	19	18
	Girls	17	16	17
	Total	35	35	35
Percentage at NC Level 4 or above	School	80 (62)	80 (60)	80 (81)
	National	70 (62)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	19	19	19
	Girls	17	17	16
	Total	36	36	35
Percentage at NC Level 4 or above	School	82 (63)	82 (58)	80 (67)
	National	68 (65)	69 (65)	75 (72)

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

<sup>2</sup> Percentages in parentheses refer to the year before the latest reporting year

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year :

		%
Authorised Absence	School	5.0
	National comparative data	5.6
Unauthorised absence	School	0.4
	National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year :

	Number
Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	20
Satisfactory or better	100
Less than satisfactory	0

## **PART A: ASPECTS OF THE SCHOOL**

### **5. Educational standards achieved by pupils at the school**

#### **Attainment and progress**

1. The children's attainment on entry to the reception class is average. However, there is evidence from the 'baseline assessment' of the children that there is considerable variation between groups entering school each year and some year groups contain above average numbers of pupils whose attainment in language and mathematics is well below average. Children make good progress in all areas of the curriculum in their reception year and their overall attainment when they reach the age of five years is above average. For example, the children's personal development is good by the age of five. The children are independent and they are co-operative and helpful to staff. Their behaviour is good. Most children achieve the desirable learning outcomes for language and literacy. They recognise some words and follow the text of a Big Book. Attainment in mathematics is above average by the age of five and their use and understanding of numbers up to ten develop well. Attainment in knowledge and understanding of the world and in physical development is above average at the age of five and in creative development it is average. They use tools, brushes, scissors and pencils well and over half the children skip well. The good progress the children make is the result of the very good provision and quality of teaching in the reception class.
2. The pupils make satisfactory progress overall in English, mathematics and science in Key Stage 1 and achieve standards in line with national expectations at the end of the key stage. In reading, however, pupils make insufficient progress and standards by the end of the key stage are below the national average. Results in reading fell from 1998 to 1999. The year group in 1999 contained an above average proportion of pupils on the school's register of pupils with special educational needs. However, there is an improvement in comprehension, writing and spelling at Key Stage 1 and results are in line with those of similar schools and national averages. The school's performance over the last four years has been close to the national average. Girls generally have performed better than boys in reading and writing. Many pupils by the end of the key stage are still hesitant readers and unsure of some common words. The early progress in the reception class is not maintained and this is partly the result of relative weaknesses in the teaching at Key Stage 1. The pupils do not practise reading with adults frequently enough and the monitoring of progress of pupils is not rigorous enough. Progress in speaking and listening and in writing is better. Pupils show they have a good range of vocabulary and achieve good recognisable writing. The pupils begin to use a joined script in their handwriting.
3. In mathematics, national test results at the end of Key Stage 1 in 1999 showed that nine pupils in every ten reached the expected Level 2. Almost four in every ten reached the higher Level 3. These results are broadly similar to those of 1998, although in that year all pupils reached at least the expected level. They compare very well with national averages and with the results of similar schools. The school's performance over the last four years has been consistently above the national average and the performance of boys and girls has been equally good. Inspection evidence indicates that the current Year 2 pupils are on course to attain in line with national expectations rather than above, by the end of the school year, and this is because of the particular nature of the Year 2 group. Most pupils can count in twos, fives or tens and they know addition facts up to ten well. They know the names of most two and three-dimensional shapes. The pupils make satisfactory progress in the key stage, although the progress made by higher attainers and by pupils with special educational needs is not as good as it should be. The level of challenge of the work is not always correctly pitched and pupils with special educational needs do not always receive as much help as they need.
4. In science, standards at the end of Key Stage 1 are in line with national expectations. In the 1999 teacher assessments, all the pupils achieved the nationally expected Level 2, which is a very high proportion. However, no pupils achieved the higher Level 3 and this is very low compared with the national average. These results are the same as those of the previous year. The proportion of pupils achieving the expected level has been above national trends since the last inspection. The performance of boys and girls in science has been similar during

the last four years. The discrepancy between the high proportion of pupils achieving Level 2 and the low proportion achieving the higher level is accounted for in the teachers' expectations of what the pupils can achieve. The pupils are not sufficiently encouraged to explain what they have discovered from their work. The pupils have a good understanding of the growth of human beings and the parts of the body as well as the life cycle of some animals and insects. Their understanding of materials and forces is satisfactory. They learn about carrying out investigations at a level appropriate for their age and record their work in simple diagrams with captions and bar charts. Progress is satisfactory across the key stage because there are plenty of practical activities, including exploring the school grounds, to motivate and interest the pupils.

5. By the end of Key Stage 1, standards in information technology are in line with national expectations. The pupils are able to control the mouse and write simple sentences using word processing programs. In religious education, the pupils achieve the expectations of the agreed syllabus. For example, the pupils know the festivals associated with Christianity and have some understanding of Hindu festivals. Standards in art, design and technology, geography, history, music and physical education are in line with what is expected of pupils at the end of the key stage. The pupils make satisfactory progress across the key stage in each of these subjects. These findings are similar to those of the last inspection report.
6. At the end of Key Stage 2, standards in English are above national expectations. There has been a rise in the number of pupils reaching Level 4 and above, and a significant increase in pupils achieving Level 5 since the last inspection. When the 1999 test results are compared both to national averages and similar schools, the number of pupils reaching Level 4 and above is better than the national average and the number reaching Level 5 is well above. Boys and girls perform similarly to one another. The school's rise in standards since the last inspection is broadly similar to the rise nationally. Overall standards in literacy at the end of the key stage are good and the pupils use their skills well in other subjects such as science, history and geography. The pupils' skills in speaking and listening are good and even lower-attaining pupils read their work aloud confidently. Pupils give their views with a good degree of assurance. The pupils read well from both fiction and non-fiction and have good levels of comprehension. Skills of research are generally good. Many pupils write with a good degree of sophistication and they write at good and often very good length. Throughout the key stage, the progress of the majority of pupils is good. The pupils' speaking and listening skills develop well and there are good opportunities for the pupils to discuss issues. As a result of the good range of material the pupils read from, for example play scripts, diaries and reference books, the pupils' skills in reading and research develop well. The pupils' progress in writing accelerates towards the end of the key stage. Their work develops across a variety of styles and genres.
7. Standards in mathematics are in line with national expectations in the current Year 6. In the 1999 national tests, eight in every ten pupils achieved Level 4, the level expected for this age. This was well above national results and represented a marked improvement on the 1998 results when six out of every ten pupils achieved the expected level. One pupil in three achieved the higher Level 5 in 1999: double the number achieving this level in 1998. Boys and girls perform equally well. Standards have continued to rise since the last inspection. In the current Year 6, there are above average numbers of pupils with special educational needs, whose attainment is below national expectations. By the end of the key stage, levels of numeracy are average and the pupils generally use their skills satisfactorily in subjects such as geography. Pupils have mastered addition and multiplication facts and they are confident using fractions and large numbers. Whereas higher attainers use their knowledge well to carry out investigations, lower-attaining pupils lack strategies to help them. All pupils have a good grasp of different ways of representing information in charts and graphs. Progress across the key stage is good overall. However, higher attainers do not always proceed at a rapid enough pace. Often the good progress is the result of the focus given to the teaching and this is most evident where the pupils are grouped by attainment.
8. In science, standards at the end of Key Stage 2 are in line with national expectations. In the 1999 national tests, 80 per cent of pupils achieved the expected Level 4 or better and this is in line with the national average of 78 per cent. Thirty two per cent of pupils achieved Level 5 and this is above the national average. Compared with 1998, standards were maintained. However, twice as many pupils achieved the higher level compared with last



year and the rate of improvement is above the national average. Since the last inspection, standards have improved in line with the national rise in standards but the rise in the percentage of pupils achieving higher levels is above the national trend. The standards achieved by the pupils match those of pupils in similar schools at the expected Level 4 and are better at the higher Level 5. These good results at Level 5 are accounted for by the good level of challenge in the work set. The performance of boys and girls is similar to the national average. The pupils have a satisfactory knowledge of topics such as animals and the property of materials and a good understanding of electricity. They record their work well, often to a high standard and their understanding of how to make a fair test is good. The pupils make satisfactory progress across the key stage. There was evidence of good progress in some lessons, for example in Years 3 and 4, where the pupils used their previous knowledge about materials to help them make conclusions about the hardness of rocks.

9. Standards in information technology are in line with national expectations and the pupils make satisfactory progress. Standards have been maintained since the last inspection. The pupils have good skills in control technology as a result of good project work linking the subject with design and technology in Years 5 and 6. However, there are missed opportunities to develop the pupils' skills and hence their rate of progress in the key stage. Standards in religious education meet the requirements of the locally agreed syllabus and the pupils have a good knowledge of Christianity and a satisfactory knowledge of Islam and Judaism. The pupils make satisfactory progress over time and often good progress in lessons. This is an improvement on the last inspection report when the pupils' knowledge of other world faiths was judged to be limited.
10. The pupils' attainment in history at the end of the key stage is above what is expected of pupils at this age and this is the result of the good quality of teaching. The pupils make good progress. A large minority of pupils achieve high standards in design and technology and progress is generally good. Attainment in art, geography, music and physical education is in line with what is expected and the pupils make satisfactory progress across the key stage. These findings are in line with those of the previous inspection. Standards in history have risen.
11. Pupils with special educational needs make satisfactory progress overall. There is some variation in progress according to the level of support provided and the quality of the individual education plan written for the pupil. Sometimes the exact needs of the pupils are not precisely specified and as a result their progress is less satisfactory. Pupils with lower levels of attainment in English or mathematics are taught in smaller groups in Key Stage 2 and this enables them to make generally good progress.
16. **Attitudes, behaviour and personal development**
12. The attitudes, behaviour, relationships and personal development of the pupils are good. These findings are similar to those at the last inspection.
13. The personal and social development of the children under five in the reception class is good. The children settle quickly to class routines. The children show independence, are very well motivated and keep themselves busy when they are given opportunities to choose their own activity. They play happily together individually, in pairs and in larger groups. They respond very well to all staff and are co-operative and helpful towards both adults and each other. They approach adults with confidence. The children behave well and follow instructions carefully. If they do not understand what is required they will question sensibly. Most children, at this early part of the school year, are able to take care of all their personal needs. They go to the toilet on their own and most children can dress and undress themselves. They play outside with pupils in Key Stage 1 at playtime and dinner time. They feel secure and very much part of the whole school.
14. The great majority of pupils, including those with special educational needs, have a positive attitude to work, respect their teachers and other staff. They are able to concentrate and tackle the tasks which they are set with enthusiasm. They support each other in the classroom and they are usually courteous to each other and to visitors. They readily accept as equals those pupils with special educational needs, including pupils from a special school who spend one day per week at the school.

15. In general, pupils behave well in the classroom, playground and dining hall. There have been no exclusions. There is, however, a very small group of older pupils with emotional and behavioural difficulties, who are badly behaved and can be quite disruptive of lessons. Some parents expressed concern about this aspect in their written responses to inspectors and during the parents' meeting. Much effort is put in by the staff in relation to managing unsatisfactory behaviour. The behaviour policy is very detailed and is used as background guidance by the teachers who take their own pragmatic action in relation to problems of behaviour depending upon individual circumstances. The senior management team and staff are well aware of the problem and take many steps to improve it, including producing behaviour plans for the pupils and developing close links and formal agreements with the pupils' parents.
16. Pupils relate well to one another, respond well to teachers and other staff. They can collaborate effectively. Pupils are encouraged to participate, to get involved and to show initiative. Most pupils respect the feelings of others. Pupils have recently been involved in relief work for Kosovo and this has demonstrated their understanding of the wider implications of peoples' problems, values and beliefs.

## **Attendance**

17. Levels of attendance and punctuality to school are satisfactory. Authorised absence of pupils at five per cent and unauthorised absence at 0.4 per cent are in line with the national average and these rates are slightly higher than at the time of the last inspection. All the instructions and control systems relating to absence are full and clear. The overwhelming majority of parents routinely inform the school of absence by telephone or in writing. Almost all pupils attend regularly and on time and for those pupils good attendance has a positive effect on their attainment and progress. There are no visible trends where individual pupils' absences give cause for concern. The registers are well kept and meet statutory requirements. Attendance figures are appropriately provided in records and reports. Registration is carried out quickly and efficiently.

## **22. Quality of education provided**

### **22. Teaching**

18. The quality of teaching is good. Overall, 20 per cent of lessons are very good, a further 40 per cent are good and there is no unsatisfactory teaching. This is an improvement on findings at the last inspection when seven per cent of lessons were judged to be very good and eight per cent were unsatisfactory. The good quality of the teaching has a significant impact on the pupils' progress and this is evident in the reception class and in Key Stage 2, where the better teaching leads to better overall progress.
19. The teaching of the children under five in the reception class is very good. Two thirds of lessons are very good and a further 22 per cent of lessons are good. Staffing comprises a teacher and a full-time nursery nurse. Both are experienced in this age group, work closely as a team and are supported by students and parents. In particular the teacher's knowledge and planning of the curriculum and her deployment of staff and helpers are excellent. She provides high challenges for all children. The detailed planning ensures the best possible use of available time and resources. All these factors have a positive impact on the children and enable them to make a very good start to their formal education.
20. In Key Stage 1, teaching is satisfactory in 85 per cent of lessons and the remainder is good. The teachers plan the work well and are supported in this by the team approach that they have adopted, which includes guidance and support from the Key Stage 1 manager who currently teaches the reception class. Teaching science in two distinct year groups instead of mixed age classes helps the teachers to plan appropriate work for the pupils. The teachers' knowledge and understanding of subjects are satisfactory overall but need to be developed if the proportion of good quality teaching in the key stage is to increase. The teachers' familiarity with lessons of the Literacy and Numeracy Strategies is developing. Their expectations of what the pupils can achieve are

satisfactory but there is evidence that pupils are under achieving in reading and science. The teachers manage the pupils satisfactorily and they are assisted in this by assistant teachers and classroom support staff. There are occasions, however, when classroom assistants are not used effectively enough during whole-class sessions. The organisation of pupils into groups by their level of attainment for English and mathematics helps to make a better balance of the uneven class sizes in the key stage. However, the lower-attaining group in mathematics is no smaller than the other and this does not help pupils with special educational needs to make good progress. Teachers' marking and ongoing assessment procedures are satisfactory and the homework that is set makes a useful contribution to the pupils' progress in reading, writing and mathematics in particular. Work in science and other subjects is also given from time to time.

21. In Key Stage 2, teaching is good or better in two thirds of lessons and the remainder is satisfactory. Across most subjects of the curriculum the teachers have good subject knowledge and high expectations of what the pupils can achieve. The level of challenge evident in the work that is set is good. There are good opportunities for investigative work in science and design and technology and the arrangements for grouping the pupils by their attainment in English and mathematics mean the pupils have challenging work. In these arrangements in Years 5 and 6, the class teachers are well supported by two part-time teachers and the headteacher. Specialist teaching of music in Years 3 and 4 helps the pupils to make progress. The teachers manage the pupils very well and this was frequently evident when they managed the behaviour of pupils with emotional and behavioural difficulties. The teachers plan the work well in two teams, for lower and upper Key Stage 2 classes, and during the week there were good examples of teachers modifying their plans in the light of the progress that the pupils had made in the previous lesson. Ongoing assessment makes a satisfactory contribution to the progress the pupils make in this key stage. In English, assessment is used well to plan work but in mathematics, the level of challenge in the work set does not fully reflect the pupils' levels of attainment. Generally teachers use available resources well and this was evident in mathematics, science and history lessons. However, their use of computers to support the learning is often under-developed, though there are some examples of teachers using the equipment well. For example in a Year 3 class the pupils developed their writing by using word processing skills. Homework in Key Stage 2 is varied and covers subjects in addition to English and mathematics. The policy has been recently revised, a new agreement established with parents and the school is introducing cover sheets with each homework assignment indicating what the homework consists of and how much time it should take to complete. Homework makes a good contribution to pupils' progress in this key stage.
22. The school implemented the National Literacy Strategy in September 1998. This has been successful in Key Stage 2 but less so in Key Stage 1 where reading standards at the end of the key stage are unsatisfactory. Teachers in Key Stage 1 are continuing to refine their management of the 'literacy hour' but at present this does not allow all elements of the lesson, for example reading in groups, to be covered. Sometimes, groups are not heard read later in the day. There is insufficient daily support for the lower attainers. In Key Stage 2, lessons have good levels of challenge and pace and are helping to maintain good standards.
23. The introduction of the National Numeracy Strategy this term has begun well and lessons have good structure and are well planned. It is having a good impact on the pupils' skills in mental arithmetic as well as their skills with addition, subtraction, multiplication and division. The curriculum being taught is reasonably well balanced but investigative work is under-represented. This is because much of the work is teacher-led. In the best lessons observed, the teachers shared the learning objectives for the lesson with the pupils and kept a brisk pace, having clear expectations of how much the pupils can achieve in the time available.
24. The teaching of pupils with special educational needs is satisfactory. Teachers usually provide appropriate tasks for pupils with special educational needs. Occasionally they are insufficiently aware of their exact needs, as the targets in the individual education plan written for each pupil are not specific enough. Many pupils have plans which attempt to compensate for their low linguistic abilities, but teachers, particularly in Key Stage 1, fail to provide sufficient opportunities to teach reading skills on a daily basis where this is necessary.
25. Across the subjects of the curriculum, teaching is good in science, religious education, history and music in Key

Stage 2 and it is satisfactory in Key Stage 1. However, no lessons in history were observed during the inspection in Key Stage 1 classes. Teaching is satisfactory in information technology, art and physical education in both key stages. No judgement was possible in design and technology and geography because no lessons were observed. This was because of timetabling arrangements.

30. **The curriculum and assessment**

26. The curriculum is broad and generally balanced with particular attention and time given to the teaching of English. The curriculum for the children under five is very good, covering all the recommended areas of learning for the age group. In both key stages, the coverage of all subjects of the National Curriculum is satisfactory and religious education is taught according to the requirements of the locally agreed syllabus. The time given to lessons of literacy and numeracy is appropriate. The school makes good provision for pupils' personal development including the teaching of personal, social and health education. It promotes the intellectual, physical and personal development of pupils satisfactorily. A comprehensive sexuality policy provides an extensive programme of development in sexual awareness which starts in Key Stage 1 with topics based on 'Ourselves' and culminates in Year 6 with lessons in sex education. The programme is fully supported and endorsed by parents. An effective drugs education policy provides a detailed programme to enable pupils to make informed judgements as part of the health education curriculum.
27. A schedule of shared experiences prepare pupils in Year 6 for the next stage of their education. Teachers from the secondary school teach a literacy topic in the primary school which is then completed at the secondary school. Strong links have been established and planning meetings ensure the smooth transition of pupils.
28. There are good policies and detailed schemes of work which meet the statutory requirements for all National Curriculum subjects in both key stages. This is an improvement since the last inspection report which identified weaknesses in the teachers' planning. The policies of all subjects have been reviewed and new schemes of work have been developed to give more effective guidance to teachers about how and what to teach in each subject as pupils move through the school. A thorough framework ensures that pupils acquire skills, knowledge and understanding systematically. The teachers plan the curriculum in teams and this is effective in providing common coverage in parallel classes. The curriculum is regularly monitored by subject co-ordinators and weekly staff meetings provide opportunities to discuss issues related to the curriculum. The planning of the curriculum for children under five is very good and carefully thought out. There is a very smooth transition to subjects of the National Curriculum.
29. The school provides equality of access to the curriculum for all pupils, including those with special educational needs, regardless of gender, ethnicity or social background. Pupils of both genders are encouraged to take a full part in all subjects and activities, for example there is a mixed choir, and the staff take care to avoid stereotyping pupils. The provision for pupils with special educational needs is satisfactory but there are some weaknesses. Individual education plans for the pupils are variable in quality. A new, much improved format has been introduced recently. However, the targets which the pupils are trying to attain and the action needed to achieve them are often stated too generally. They do not enable teachers to plan a programme to meet specific needs closely identified through careful assessment. The support provided by external agencies is not always used well by the school. For example, detailed reports by the Learning Support Service identify exact needs but the individual education plans do not always use this information to plan the pupils' programmes. The provision for children under five with special educational needs is good. The experience of the staff in providing a programme consisting of small steps appropriate for the youngest children enables them to provide well for lower attainers.
30. There is a very good range of after-school activities which add to pupils' experiences and to which all pupils have equal access. Team sports are available to both genders and girls' football and boys' netball teams compete in leagues in school. The members of the school orchestra and choir practise weekly and a full programme of visits to field centres and museums extends the curriculum of each year group. Visiting speakers and actors enhance pupils' learning.

31. Procedures to assess the pupils' progress at the last inspection were judged to be inconsistent across the school and were a key issue for action. The school has resolved this issue and procedures are now satisfactory. Teachers are conscientious in assessing pupils' work on a regular basis. Assessment procedures are well established and are effectively used to monitor pupil progress and help in planning the curriculum. 'Baseline assessments' are used to target the children's progress in the early years and the ongoing assessment of the children is thorough and used very well to provide the children with challenging work. In both key stages, targets are also set for pupils in literacy and numeracy and regular testing provides supportive information. The regular analysis of formal assessment tests throughout the school is also used to give detailed information to monitor pupil progress, identify weaknesses and moderate levels of attainment. Class teachers exchange information on pupils to inform joint planning for similar year groups. Portfolios of pupils' work from all subjects are kept to aid moderation. The school's current arrangements for the administration of end-of-key stage assessments meet statutory requirements.

36. **Pupils' spiritual, moral, social and cultural development**

32. Provision for the pupils' spiritual, moral, social and cultural development is satisfactory overall. The school makes very good provision for the pupils' social development and satisfactory provision for their spiritual, moral and cultural development. Since the last inspection the school has taken steps to improve spiritual development in various areas of school life. It has made good efforts to increase pupils' understanding of cultural diversity and has further improved elements of provision for social development.

33. The provision for pupils' spiritual development is satisfactory. The school has identified areas of teaching in which pupils can develop their understanding of their own and others' feelings and emotions, and they can reflect on life. It has not taken this a stage further by identifying specific opportunities within each subject of the curriculum. Some daily assemblies provide pupils with time to reflect on their relationships with others or on their feelings. For example, pupils reflect on occasions when they have failed to tell the truth. Spiritual values are implicit in the practice of ending each day with a brief prayer in the classrooms. In many assemblies, however, the spiritual dimension is under-developed. Many assemblies do not engender an air of expectancy or excitement. There is little sense of occasion and music is not often used to create an atmosphere for worship. The school uses religious education lessons to increase pupils' understanding of the diversity of religious belief but the approach adopted rarely enables pupils to become more spiritually aware.

34. Provision for moral development is satisfactory overall and has some good features. The values that underpin behaviour and personal development are evident throughout the school. There is a clear policy to be followed when incidents of bullying occur. There is a suitably strong emphasis on developing self-discipline. Teachers take time to discuss thoroughly any unacceptable features of behaviour with the pupil concerned. All staff have high expectations that pupils will act responsibly and show honesty and fairness in their dealings with others. Rewards and sanctions are used appropriately but not excessively.

35. The school provides very well for the social development of its pupils. In most classes, the relationships between pupils and between pupils and teachers are very positive. All pupils, including those with special educational needs, are valued as an important part of the school family. In the reception class, children settle quickly in the very supportive atmosphere and learn to relate to others. Pupils who arrive from the smaller first school in the village at the beginning of Key Stage 2 are integrated sensitively into the school. Those who attend part-time from a special school are fully accepted by others, often being the first to be chosen as partners when pupils work co-operatively. The curriculum, particularly in Years 5 and 6, allows pupils opportunities to work collaboratively on a range of tasks. These pupils have designed posters to promote consideration for others, with messages such as 'be considerate and kind' or 'listen carefully'. There are many clubs and activities occurring outside school hours, including sporting and musical activities, which help pupils to develop social relationships. Included amongst these are good facilities to care for pupils before and after school. A week-long residential experience for pupils in Year 6, focusing on outdoor adventure skills, promotes more extended

social interaction. Throughout the school there are suitable opportunities for pupils to exercise responsibility. For example, pupils in Year 1 take it in turns to be the teacher's helper, wearing a badge to indicate this. They take the registers to the office and help the teacher to keep the classroom tidy. In Key Stage 2 there is scope to develop such responsibilities more widely.

36. The school is particularly successful in helping pupils to participate in the community and to begin to understand their responsibilities as citizens nationally and internationally. Opportunities to serve the local community are taken as, for example, in the distribution of flowers to the elderly after harvest festival. Links with the National Trust enable older pupils to participate in conserving the local environment. A committee of pupils chosen from each class in Key Stage 2 makes decisions about which charities are supported. This 'Emergency Aid Committee', noted at the last inspection, has considerably developed in the intervening years. Two representatives from each class meet with the headteacher each half term to suggest changes and improvements in any aspect of school life. They are developing a new role as a source of help for those who have problems or are unhappy in school. Pupils are encouraged to show initiative. A group of girls decided they would like to run a sale in aid of an hospice, following an assembly visit. They were given every encouragement to follow this through. Pupil representatives expressed their wish to meet more frequently and as a result the committee will soon be meeting fortnightly and may be extended to include Year 2 representatives.
37. The provision for pupils' cultural developmental is satisfactory overall. The school is aware of the need to promote understanding of multicultural issues as actively as possible. It has used subjects such as religious education and geography to teach pupils about the major world religions and the countries in which they predominate. It has not, however, successfully made the link with the beliefs and values of minority ethnic groups in our own multicultural nation. There has been some progress in increasing resources such as books which portray minority ethnic characters in a sympathetic and realistic way. Recorded music and instruments from non-western sources form an important part of the curriculum, but there is little attention to art from outside the Western European tradition. Visitors are used to broaden the work in this area, for example, a Sikh storyteller and a Hungarian musician who taught about music from around the world. Knowledge of the pupils' own culture is well developed. The village's links with Captain Cook and the school's partnership with the National Trust are well exploited to promote pupils' understanding of their own locality.
42. **Support, guidance and pupils' welfare**
38. The school is a caring community that provides good support and guidance for the pupils. This is similar to findings at the last inspection.
39. There are clear systems for monitoring pupils' academic progress and personal development. These make a positive contribution to the educational standards achieved. Assessment of personal development is handled well in the school. Assessments are used to measure progress and to plan targets for individuals. Pupils with special educational needs are satisfactorily supported and their progress is monitored. There is appropriate pastoral support for pupils with emotional and behavioural difficulties.
40. The school has a full range of policies on aspects such as behaviour, first aid and visits out of school, which are detailed and clear and these provide the background to the necessary support for pupils. The school uses a wide range of support staff from social services, the local education authority and other help. There is good liaison between the pre-school nursery class and the school to help the children settle into the reception class and parents are given much information about the move into school. Liaison between the school and the local secondary school to which most pupils transfer at the age of 11 is also good. The pupils who transfer into school at the age of seven from a first school in the village are given good support. For example, at first, the pupils are grouped together to give them confidence and security. In later years, they are distributed more evenly among classes.
41. Attendance and punctuality are promoted and monitored well. The behaviour policy is detailed and used by the

teachers as background support for motivating pupils and encouraging good behaviour. Teachers use their own pragmatic approach to specific incidents of behavioural problems. All staff use praise and appreciation to reinforce good behaviour. The school is aware of the small number of badly behaved pupils and does its best to handle the situation by giving attention to the pupils, working with parents and generally enforcing the behaviour policy. The school has an anti-bullying policy and takes action promptly when unacceptable incidents occur. The school promotes positive attitudes in relation to bullying and the importance of reporting any incidents is stressed. No incidents of bullying were evident during the inspection. The school provides a secure environment for the pupils and there is always an adult to turn to in time of need. Some parents expressed concern in written responses and at the parents' meeting that the school's approach to dealing with bullying was not as effective as it should be. However, this is not the case. The staff deal with incidents effectively and there are good channels of communication between pupils and staff to deal with them. For example, each class has a pupil representative and these pupils meet regularly with the headteacher to discuss issues of concern, including aspects of behaviour which might not come to the attention of staff.

42. The school's policy on child protection is detailed and clear. Teachers are well aware of it and all staff know their duties. Appropriate training has taken place in the school and procedures are well laid out. There are high standards of health and safety throughout the school with a very thorough policy in place. Regular checks of the site and premises are carried out by caretaking staff and the governors' buildings committee. Equipment is safe. Staff pay good attention to establishing safe practices. First aid training is good. The swimming pool is securely fenced and covered.

47. **Partnership with parents and the community**

43. In general, there is a high level of support for the school among parents and links with parents and the community are satisfactory with a number of good features. These findings are similar to those at the last inspection.

44. Some parents are involved in the daily life of the school and others help on a less regular basis or with trips. Relationships with parents are generally satisfactory and begin well in the reception class. Most parents feel able to talk to staff about problems. Staff make themselves available. Parents are encouraged to participate in their children's education. The overwhelming majority of parents responded very positively to all aspects of the school's provision when they completed the parents' questionnaire. Some parents, however, expressed dissatisfaction in written responses and at the parents' meeting with the levels of homework set and with information about the curriculum. In relation to homework, the school has updated its policy recently and the overall impact of developments will take some time. Literature is available in the school about the curriculum, meetings on the Literacy Strategy have taken place and one on the Numeracy Strategy is planned. Parents are encouraged to approach the headteacher and staff. The headteacher plans to provide space in newsletters for each class to describe the topics it is about to undertake in order to keep parents better informed. There is an active Parent and Teacher Association which has made a valuable contribution to the school. The parent governors see themselves as vehicles of communication between school and parents. Their role includes canvassing the views of parents.

45. The quality of information for parents is satisfactory. The school brochure and annual report of governors to parents contain a wide range of useful information. There is a notice board for parents. Parents are kept informed of forthcoming events and school procedures. There are regular parents' consultative evenings and staff can be contacted to discuss problems. Reports are satisfactory and provide clear statements about progress. End-of-year reports are compiled satisfactorily and targets are discussed and agreed with parents. Where the pupils are taught English and mathematics by teachers other than class teachers, parents have commented that they would like to talk to those teachers as well as class teachers at parents' evenings.

46. Parents of pupils with special educational needs are appropriately consulted and informed. They are encouraged to work in close partnership with the school. In the individual education plans, there are identified roles for the

parents to agree to fulfil.

47. The school has well established relationships with support services, the church and with the community in general. A particularly good feature is the Before and After School Club, which is used well by pupils from the school as well as those from elsewhere. The school premises are frequently used by outside organisations. The school has recently been involved in the wider international community through its work in relation to relief in Kosovo. Currently there are few links with local industry and commerce to provide help and sponsorship. However, links have been established with an international chemical company on Teeside and one teacher has planned a placement at a local company.



## **The management and efficiency of the school**

### **Leadership and management**

48. The leadership and management of the school are good. Since the last inspection, when there were similar findings, there have been changes of headteacher deputy headteacher and other members of the senior management team, who provide effective leadership for developing the school further. The headteacher is committed to both raising standards through the school evaluating its performance in depth and to building a strong team approach to planning and monitoring the school's provision. The senior management team includes the deputy headteacher, who is co-ordinator for lower Key Stage 2, a co-ordinator for reception and Key Stage 1 and a co-ordinator for upper Key Stage 2. The senior management of the school is well supported by the governing body, ably led by the chairman and consisting of governors with a good cross-section of expertise.
49. Since the last inspection, the senior management of the school has made satisfactory progress in resolving the key issues that arose and developing the provision further. This judgement reflects a balance of several successes and some weaknesses. For example, standards in English, mathematics and science at the end of Key Stage 2 have continued to rise at a rate in line with the national rise in standards. The proportion of pupils achieving levels above the nationally expected Level 4 in these subjects has risen at a rate better than the national trend and the school compares very favourably with similar schools. The governors, senior management team and staff have successfully improved the way the curriculum is taught so that there is much clearer evidence of how and in what order the pupils will learn in the schemes of work than there was at the last inspection. A key issue at the time was to assess in more detail what pupils know and can do and use this knowledge to plan the pupils' work more precisely. The school has made satisfactory progress in this respect and assessment procedures in English, mathematics and science are now satisfactory, procedures to assess the children under five are very good, but assessment in other subjects, including information technology, is inconsistent. A further key issue was to increase the rate of progress of pupils, particularly in Key Stage 1. Whereas the progress of pupils is good in the reception class and Key Stage 2, and progress in the school overall is good, the progress of pupils in Key Stage 1 is only satisfactory and this is a similar finding to the last inspection. There has been no increase in the rate of progress, for example, in the pupils' reading in Key Stage 1.
50. Planning is good and the school development plan is a comprehensive working document. Staff and governors are involved well in its production and review. All aspects of the school's development are included and there are appropriate priorities, time scales and success criteria. There are good sections summarising recent progress by the school and on governors' achievements. The headteacher writes evaluations of progress on aspects as they happen and these are agreed by staff at regular termly meetings. The plan is for one year and includes a shorter summary of plans for the longer term. This means that the school has a clear vision and purpose.
51. The governors make a good contribution to the provision. They have a good grasp of all aspects of development and are well involved in decision-making through their committee structure. Currently they are not involved in the school's self-evaluation programme to which the headteacher is very committed. However, they are kept fully informed of the outcomes, targets for improvement that senior management agree and the implications of target-setting for individual pupils and year groups. Governors consider policies and reports presented by co-ordinators at their committee meetings and recommendations are then approved by the full governing body. The governors have taken part in lengthy discussions about policy, for example in relation to the teaching of religious education and the school's behaviour policy. There is an appropriate policy agreed by the governors for the promotion of equal opportunities in school. There are governors with an overview of special educational needs, literacy and numeracy. They have good expertise and all have received appropriate training for their roles. They are kept well informed about developments and regularly visit school and observe in class lessons. All these procedures help the governors to make a significant impact on how the school is developing.
52. The programme of monitoring standards and the quality of provision is well established and is making an important contribution towards raising standards especially at the end of Key Stage 2. In addition to the

headteacher monitoring teaching by observing in class, subject co-ordinators have observed lessons, discussed the curriculum and adjusted planning accordingly. Co-ordinators monitor planning and test results. Each year, one piece of writing is undertaken by all the pupils and the staff moderate the work in order to assess progress in writing. The headteacher scrutinises pupils' work and this has been used, for example, to improve the consistency with which handwriting is taught. Literacy and numeracy have been the recent focus of attention for monitoring and more is planned in other subjects.

53. A new co-ordinator for pupils with special educational needs with high levels of expertise and experience has been appointed recently and she is aware of the need to monitor individual education plans in order to match the needs of pupils with the work they are given. There is a satisfactory policy in place but it does not define the responsibilities for co-ordinating provision and the criteria by which to judge how successful it is.
54. The school has a positive ethos which aims for the pupils to be motivated to achieve their best. Governors and senior management are successful in helping the school to achieve its aims and policies. As a result of the lead taken by the headteacher to build the school's provision through a team approach, the senior management of the school has good capacity to effect further improvements and to maintain the good standards evident. All statutory requirements are met.
59. **Staffing, accommodation and learning resources**
55. There are sufficient teaching staff with appropriate qualifications to teach the curriculum. Teachers have clear job descriptions and all, except the part-time and newly qualified, contribute to subject or other management responsibilities. The number of support staff is adequate to meet the needs of the pupils. Members of the support staff are fully integrated as members of the school staff and their contribution to the life and work of the school is highly valued. Classroom support is mainly focused on children under five and the pupils in Key Stage 1. Support assistants in Key Stage 2 work with pupils who have special educational needs. They are involved in planning and generally well briefed. A number of parents, governors and other adults work effectively alongside teachers.
56. The headteacher, who regularly teaches, enables both pupils and colleagues to have extra support and freely makes available her time and experience to promote pupils' progress. Teacher appraisal takes place in accordance with national guidelines and all staff have good access to a wide variety of educational and training courses, linked both to their needs and those of the school development plan. Teachers who are new to the school, and those who are newly qualified are well supported and enabled to make a good contribution to learning.
57. The school has very extensive accommodation which comprises two school buildings and two detached classrooms. It is generally in a good state of repair and decoration. Displays of pupils' work enhance the corridors and classrooms. Each of the buildings is very well equipped with a hall, fitted with apparatus for physical education and provides dining facilities. The classroom bays in the upper school open on to resource areas which provide extra spaces for curricular activities and these are used well. However, one of the classrooms in the lower school is a thoroughfare for pupils moving between classrooms and hall or library and this creates difficulties for the class teacher and disturbs the pupils' concentration in that room. Internally, the buildings are cleaned and maintained to a very high standard by the caretaker and cleaning staff. There are very pleasant and spacious grounds outside the school, two hard surfaced playing areas, an adventure playground, a wildlife and pond area, and a swimming pool. All of these enhance the pupils' learning experiences and attainments.
58. Resources for learning are generally sufficient and sometimes good in quantity, for example in English and music, though in information technology some equipment is old and there is a shortage of printers of good quality. Resources are well maintained and easily accessible to staff and pupils. Resources for physical education are very good and those for the children under five are good. The school has a separate library which

is situated in the lower school. It is of good size and well supplied with fiction but the non-fiction provision is under-developed. Access to the library is less easy for pupils in Years 5 and 6 in the upper building some distance away. However, a range of books are stored in their building.

63. **The efficiency of the school**

59. Financial management of the school is good and this is similar to findings at the last inspection.

60. There are good procedures in place to plan the spending of the school budget and to monitor its effectiveness. These include an efficient committee of governors that deals with budget setting and monitoring and meets regularly with the headteacher before reporting to a meeting of the whole governing body. The school secretary who deals on a day-to-day basis with financial administration is now a governor and sits on this committee. This makes for effective use of her expertise and knowledge. All meetings are minuted and included in the business of meetings of the full governing body. The school draws upon support from the local education authority's finance division and this enables the governors and staff to have valuable information on predicted spending and forward planning. Spending is clearly linked to priorities in the school development plan and all subject co-ordinators have annual budgets with which they buy resources for their subjects. The balance carried forward into this year is reducing from ten per cent of the total budget to four per cent. The governors have prioritised the maintaining of staffing levels to support large class sizes where they exist in school and to enable the teaching of English and mathematics in groups according to the pupils' attainment. This is an appropriate priority which is benefiting the pupils' progress. Governors and senior management use additional funding for provision such as special educational needs appropriately. However, they do not examine the effectiveness of the provision and why few pupils make sufficient progress to move down a stage or be removed from the register of pupils with special educational needs.

61. Day-to-day financial administration is good. The school has successfully operated a bank account for its delegated budget for several years and the secretaries make effective use of this and their computerised system to make transactions and monitor spending. An auditors' report in 1997 found all systems to be good and the recommendations were quickly implemented by governors. Other aspects of school administration are also carried out efficiently by the headteacher and secretaries. Background information about pupils is appropriately kept on computerised files and updated as required.

62. Teaching staff are deployed satisfactorily. Good use is made of staff when they teach English and mathematics to pupils grouped by attainment in Key Stage 2. Two part-time teachers and the headteacher contribute to the system in Years 5 and 6 so that there are four groups created from three classes. This is effective in focusing teaching and helping to pitch the pupils' work at a challenging level. Specialised teaching of music in Years 3 and 4 helps to raise standards in the subject. The headteacher supports the teaching in Years 1 and 2 for a quarter of the week and this is beneficial in reducing the size of classes when subjects such as science, art and history are taught. She frequently gives support to the above average number of pupils with special educational needs in Key Stage 1. Support staff are used well to assist lower attainers as well as those with statements of special educational need in Key Stage 2 classes. The nursery nurse in the reception class is used very effectively to help the children to make good progress. In Key Stage 1, however, there are times when support staff are under-used, especially when the pupils are taught as a whole class. At such times, the staff are not sufficiently involved in supporting the teaching.

63. Staff make good use of the accommodation, for example when they use spare teaching bases for groups in Years 5 and 6. They make good use of both halls for dance, drama and physical education and they use the playing areas well for outdoor games. The staff in the reception class make good use of the safe play area for the children. Staff make satisfactory use of the wild life area for the teaching of science, though it is currently being renovated. Staff use the library well but its location in the lower school building means it is not easily accessible to pupils in Years 5 and 6. They make good use of resources to teach English, science, design and technology and physical education. Resources for the under-fives are used well and those for pupils with special educational

needs are used satisfactorily. All other resources are used satisfactorily, except those for information technology, where the available computers are under-used.

64. The cost of educating a pupil at the school is average for schools nationally. The pupils make good progress and the great majority have good attitudes to their work, behave well and achieve standards in line with or above national expectations by the end of Key Stage 2. The quality of the provision, especially teaching, is good. The school therefore gives good value for money. This is an improvement since the last inspection, when it was judged to give satisfactory value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **69. AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

65. The previous inspection report did not report on provision for children under five years of age. The present inspection findings show that the provision for children under five is very good. At the time of inspection, there were 26 children in the reception class with just two who were over five years of age. The classroom is situated between Key Stage 1 classes and a room used by a privately-run, part-time nursery class.
66. The school follows the local education authority's policy on admissions, priority being given to those children with brothers or sisters in school and to those living in close proximity. Children are offered a full-time place in the reception class at the beginning of the year in which they are five. The school has a very good system for admission and induction. Parents register their child by filling in an admission form at the school office. They are then contacted by the school in the term prior to their admission and are offered a visit at home by the reception teacher and nursery nurse. Most parents accept the invitation. The school prospectus and two very good introductory booklets are given to the parents. One contains helpful information for the parents on how they can prepare their child for school life and the other is a book of activities for the parents and child to work through together. On admission the parent and teacher then talk through the achievements and needs of each child. There is an evaluation sheet on the booklets for parents to complete. Parents are also given a copy of the school's 'baseline assessment' procedures. Daily contact with most parents is very good. Many parents come into the classroom every morning and speak to the teacher and nursery nurse. They bring in the children's 'book bags' and discuss their achievements. They are very receptive and relationships are good.
67. The children's attainment on entry is average but it varies significantly from year to year. Children make good progress in all areas of the curriculum in their reception year and their overall attainment when they reach the age of five years is good. Attainment in mathematics, in knowledge and understanding of the world and in physical development is above average at the age of five and the majority of children achieve the desirable learning outcomes in personal and social development, language and literacy and in creative development.
68. Children are assessed on the North Yorkshire Baseline Assessment during their first half term in school. Assessments are made of the children's speaking, reading and writing skills, on number and number awareness and social development. This information is then used by the staff to place the children into flexible working groups and to match the curriculum to their very mixed needs. The children follow a very broad and balanced curriculum which is carefully thought out to cover all areas based on the desirable outcomes for learning for children at the age of five. Planning is detailed and thorough. There is a very smooth transition into the National Curriculum during the children's reception year, and their attainment and progress are carefully monitored. Day-to-day assessment is undertaken by all staff and other adults such as students, and any significant advance is transferred onto the child's individual record sheet. Records of Achievement are maintained and include photographs and comments from parents. All children are assessed again using the same 'baseline assessment' at the end of their time in the reception class, and there are also detailed records kept of attainment in language and literacy and number which are passed to the Year 1 teacher. Children with special educational needs are first identified by the staff through the 'baseline assessment'. No formal action is taken during the first year. They are given full access to the curriculum, they are carefully observed and monitored and their needs analysed.
69. The quality of teaching is very good. The children are taught very well in all areas of learning. Two thirds of lessons are very good and a further 22 per cent of lessons are good. This a high proportion of very good teaching. There is no unsatisfactory teaching. Staffing comprises a teacher and a full-time nursery nurse. Both are experienced in this age group. They work closely as a team and are supported by students and parents. In particular the teacher's knowledge and planning of the curriculum and her deployment of staff and helpers are of an excellent standard. She provides high challenges for all children. The detailed planning ensures the best possible use of available time and resources. All these factors have a major impact on the children and enable

them to make a very good start to their formal education. Accommodation for children under five years is good. There is a very well resourced classroom with direct access to both the cloakroom and an outdoor area which is enclosed and safe and is covered in a synthetic grass surface.

## **Personal and social development**

70. Children's personal and social development is good. By the age of five, the children achieve the desirable learning outcomes for this aspect of their development. A high proportion of the children attend the privately-run nursery class before they come into school and they are familiar with the school buildings and some people in it. The staff maintain close contact with the nursery class and this also helps many children to settle quickly. The children show independence, are very well motivated and keep themselves busy when they are given opportunities to choose their own activity. They play happily together individually, in pairs and in larger groups. They respond very well to all staff and are co-operative and helpful towards both adults and each other. They approach adults with confidence. There is a busy, caring atmosphere all day. The children behave well and follow instructions carefully. If they do not understand what is required they will question sensibly. Most children, at this early part of the school year, are able to take care of all their personal needs. They go to the toilet on their own and most children can dress and undress themselves. The staff ensure a good contact with pupils in Key Stage 1 and this helps the children's social development. The children play outside with the Key Stage 1 pupils at playtime and dinner time. They join in with the assemblies and have timetabled use of a large school hall. They feel secure and very much part of the whole school.

## **75. Language and Literacy**

71. Most children's attainment in language and literacy is average when they enter the school. In the classroom most children talk freely to adults and listen to stories well. By the age of five most achieve the desirable learning outcomes for this area of learning and many are beginning to recognise some words and can follow the text of a Big Book in whole-class lessons of the 'literacy hour.' During this structured daily lesson they show a good vocabulary using words such as 'greedy, 'tentacles' and 'squid' when looking at the pictures in the book. All pupils listen intently with interest and understanding. Follow-up group activities are well structured and organised. Two adults work with a group of children each and make sure that by the end of the day all the children have undertaken a task planned from knowledge of their prior attainment. Children stay on task well and concentrate for quite long periods. They know many initial sounds which they are learning systematically and they can identify rhyming words. Many already form letters correctly. All children hold books correctly and can tell a story from the pictures. About ten children can recognise and read ten key words and write simple sentences which they are able to read back.

## **76. Mathematics**

72. Children's attainment in mathematics is good. Although there are currently only two children who have reached five years of age there are six working towards Level 1 of the National Curriculum. Children can recognise numbers to ten and in the daily lessons of the Numeracy Strategy, well over half the children recognise a named number with ease. Many instantly recognise and can choose a ladybird with number spots to ten. Children recognise all primary numbers, can name the day of the week and know which month it is. About five children are beginning to grasp the concept of 'more than' which is reinforced during table-top activities. The children's progress is enhanced by incidental classroom activities such as number rhymes and games activities.

## **77. Knowledge and Understanding of the World**

73. Attainment at five years is above average. Children can name different kinds of buildings including flats, castles, igloos and detached and semi-detached houses. They know the names of many kinds of sea creatures. They make good use of computer programs and tape recorded stories. They play well with farm animals and the varied construction materials in the room, for example making a kennel for a dog from construction equipment. In their

'shop', they show understanding of the shopping process, busily putting items in a bag and 'paying'. The acquisition of knowledge is helped by the rich curriculum provided. The children have the opportunity to taste foods from different cultures and countries such as Italy, India and Mexico. Visits are made locally around the school and to the village to look at houses and visit shops. Visits link with the classroom activities. For example, a visit to a building site is linked to the sand tray where the children are encouraged to simulate what they have seen using toy dumper trucks and bulldozers. The staff have taken the children on public transport and a good link was made last year between knowledge of the real world and creative activities when children went outside to fly polystyrene kites that they made. Parents and all helpers are involved in a major out-of-school visit during the summer term which might be to the seaside, the York railway museum or Stewart Park with the Captain Cook museum.

## 78. **Physical development**

74. Physical development is good and the children's attainment at the age of five is above average. The children's skills develop well when they choose to write in the 'Language Corner' and when they are colouring or painting or cutting with scissors. For example, the pupils draw accurately around a dinosaur template and make flowers to sell in the shop or cut out thin card and tape using scissors. The use of the outdoor area and large school hall gives the children opportunities to exercise their bodies to the full and to control their movements. The children use these areas well. They play with bats and balls outside and in the main school hall they run, dance, skip and jump to a taped lesson in dance. The children show an awareness of other children and are careful of each other's space. Over half the children skip well and show good balancing skills, for example by standing on one leg.

## **Creative development**

75. Attainment is average by the age of five. Each day a table is set up with structured creative materials and the children are encouraged to produce their own work under the guidance of an adult. They are inventive when making suggestions for building models and stay on task for a long time. They join lustily in whole-class singing. There is a table of instruments for them to choose from to create their own songs. Many creative activities are connected to the current whole-class topic. When studying homes and houses, the children make rubbings of the textures of bricks and cut pictures from catalogues to make a representation of the various rooms in a house. They make paper flowers for inclusion in the fruit and flower shop. These are valuable curriculum links which help the children make sense of the world they live in.

## 80. **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

76. Standards of attainment in English are in line with national averages at the end of Key Stage 1 and above at the end of Key Stage 2. Progress is satisfactory at Key Stage 1 and good in Key Stage 2. These results are the same as those of the last inspection when progress was good towards the end of Key Stage 2 and satisfactory in Key Stage 1. The report also said that greater progress should be made at Key Stage 1 and this was a key issue for action.

77. These findings are in line with the 1999 national tests for both key stages. At Key Stage 2 there is a rise in the number of pupils reaching Level 4 and above, and a significant increase in pupils achieving Level 5. When these 1999 results are compared both with national averages and similar schools, the number of pupils reaching Level 4 and above is better than the national average and the number reaching Level 5 is well above. Results in reading at Key Stage 1 fell from 1998 to 1999. The latest results are below the national average. The year group in 1999 contained an above average proportion of pupils with special educational needs. However, there is an improvement in comprehension, writing and spelling at Key Stage 1 and results are in line with those of similar schools and national averages. Girls perform better than boys in reading and writing in Key Stage 1.

However, performance of each in Key Stage 2 is broadly similar.

78. The school implemented the National Literacy Strategy in September 1998. This has been successful in Key Stage 2 but less so in Key Stage 1 where reading standards at the end of the key stage are unsatisfactory.
79. The pupils' listening and speaking skills develop well throughout the school. Pupils in Key Stage 1 show a good range of vocabulary when they offer adjectives to describe various animals. In lessons across the school most pupils listen attentively to their teachers and are very eager to answer questions or offer information. At the beginning of Key Stage 2, pupils are able to offer opinions on poetry, contrasting and comparing two different poems they have read. The older pupils talk well, using quite complex sentences. The higher attainers give detailed responses in full sentences which include subordinate clauses. The lower attainers in Year 6 confidently read aloud their own stories which are later used as a basis for a dialogue between pairs of pupils. The good relationships in the school and the respect and confidence engendered in the pupils throughout the school encourage them to offer their opinions.
80. At the end of Key Stage 1, standards in reading are below national expectations. Many pupils recognise a number of words on sight and they use picture and context clues to help them read unfamiliar words and to help their understanding of the text. However, there are too many hesitant readers and some are unsure of often occurring words. When pupils leave the reception class and move into Year 1, many have acquired a good reading vocabulary and some are reading suitably well. This early progress in reading is not maintained sufficiently in Key Stage 1. The present structure of the school's 'literacy hour' does not always give teachers the opportunity to hear groups of pupils read and sometimes this is not pursued later in the day. The school is aware of this problem and is taking steps to improve it. Monitoring of pupils' progress is sporadic and sometimes pupils who are beginning to read well are not given books at an appropriate level. There is insufficient daily support for the lower attainers.
81. At the end of Key Stage 2 most pupils read well from both fiction, including plays, and non-fiction material. They read aloud fluently and with good expression and understanding. Pupils can discuss their books well and give reasons for their opinions. They understand that there are many kinds of text and can distinguish between a diary and a log. They successfully compare and contrast texts such as 'Jack the Ripper' and Mary Shelley's 'Frankenstein'. Pupils with special educational needs make good progress in reading in Key Stage 2. All pupils read books from the reading scheme at home on most days. The highest attainers have a good choice of books and select their own according to content or author. In school pupils read both fiction and non-fiction aloud in groups. Sometimes it is the script of a play with each pupil reading a different character.
82. Early in Key Stage 1, the pupils achieve good recognisable writing. The school has recently initiated a system for introducing joined script throughout the school and this is evident in Key Stage 1 where pupils are already beginning to join some letters. Overall, the standard of writing in Key Stage 1 is satisfactory. Pupils often copy from a sheet or the blackboard. However, in Year 1, where there is an above average number of pupils with special educational needs, many are unable to read what they have written and there is not a close enough link between writing levels and the individual pupil's reading attainment. Often pupils struggle to read work sheets which they have been required to complete. At the end of Key Stage 2, levels of attainment in writing are good. Progress of all pupils especially those with special educational needs is good and progress accelerates towards the end of the key stage. Many pupils write to a good level of sophistication, producing detailed work on an event such as imaginary accounts of the last hours of the Titanic. The pieces of work show a large volume of clear, joined script in pen. Work on display completed on a word processor show good questioning and reasoned argument. Pupils write in a variety of styles and for many reasons including story writing, poems, scripts for plays, newspaper articles, diaries, lists, writing up experiments and factual accounts.
83. Pupils throughout the school enjoy their English lessons and work hard in them. They respond well to the teachers especially in Key Stage 2 and behave well. In Key Stage 1 they are occasionally over-exuberant and find it hard to take turns when answering. Also the pupils have difficulty in working independently especially



when they are finding the work difficult to understand. Some pupils are rather accepting and show too little enthusiasm. Pupils' personal confidence and relationships in the classroom are very good at Key Stage 2. The pupils are tolerant of each others' opinions and will question both pupils and adults to clarify a point. They read aloud with confidence. Pupils work in various groupings, independently, in twos, small and large groups and as a whole class.

84. Overall, the quality of teaching is good with almost three quarters of lessons being good or very good. Teaching in Key Stage 1 is satisfactory and in Key Stage 2 it is good, with a high proportion of very good teaching in about 30 per cent of lessons. There is no unsatisfactory teaching. All teachers plan, prepare and manage their lessons well. Pupils with special educational needs are well integrated. In Key Stage 1 sometimes the work set is too difficult for the pupils to achieve without a great deal of individual help. There are often classroom helpers but these are not well deployed, especially in the whole-class sessions. The teachers use further time to share texts with groups of pupils. In Key Stage 2, texts in the 'literacy hour' are carefully chosen to extend the pupils' reading skills as well as to maintain their interest and enthusiasm. All pupils' work is marked appropriately, sometimes with very helpful comments and encouragement. In Key Stage 2, the pupils are often grouped according to their prior attainment and each group challenged with work which they are able to achieve if they stay on task. The teachers have high expectations of good behaviour and the pupils respond well. In the best lessons, class management is very good with word processing and other computer activities fully integrated into the lessons. Resources are well arranged and accessible to the pupils. The use of homework is good.
85. In reading, the pupils have a good system for recording what they have read. Assessment procedures are good. For example, in Key Stage 2, pupils undertake formal assessments in reading, comprehension and writing twice in each school year. Record of achievement folders have been established for pieces of individual pupils' extended writing so that this can be monitored each year. The results of these are studied and a list of pupils who are targeted for improvement is drawn up. This heightens teachers' awareness and enables these pupils to be given extra help. The headteacher and the English co-ordinator constantly monitor the progress of these pupils and the overall provision for all pupils in English.
86. The importance of English is emphasised through many activities. An evening meeting about the Literacy Strategy for parents has been held. There are Book Fairs and the money raised from them used to buy books for the school, or parents buy a book and receive one free to encourage reading at home. The Parent and Teacher Association has provided money to buy the reading scheme and 'book bags' for all pupils. The staff put on special events for World Book Day and organise annual drama productions at Christmas.
91. **Mathematics**
87. Attainment is in line with national expectations at the end of each key stage. Pupils make satisfactory progress at Key Stage 1, and good progress in Key Stage 2. These findings are very similar to those at the last inspection. Standards have risen in line with national trends.
88. National test results at the end of Key Stage 1 in 1999 showed that nine pupils in every ten reached the expected Level 2. Almost four in every ten reached the higher Level 3. These results are broadly similar to those of 1998, although in that year all pupils reached at least the expected level. They compare very well with national averages and with the results of similar schools. Inspection evidence indicates that the current Year 2 pupils are on course to attain in line with national expectations by the end of the school year and levels of numeracy are average.
89. In the 1999 tests at the end of Key Stage 2, eight in every ten pupils achieved Level 4, the level expected for this age. This was well above national results and represented a marked improvement on the 1998 results when six out of every ten pupils achieved the expected level. One pupil in three achieved the higher Level 5 in 1999, double the number achieving this level in 1998. Evidence from the inspection suggests that the performance of pupils in the current Year 6 is line with national expectations. Overall, levels of numeracy are average for this

age. Boys and girls perform equally well.

90. By the end of Key Stage 1, most pupils count on or back in twos, fives or tens. They recognise odd and even numbers. They know their number facts well enough to identify what has to be added to a single digit number to make ten, but not always what is needed to make twenty. Some pupils are beginning to develop good mental strategies to add or subtract two digit numbers. Pupils measure accurately in centimetres. They know the names of most two and three-dimensional shapes and make realistic estimates of the capacity of a container.
91. Most pupils at the end of Key Stage 2 have mastered addition and multiplication facts and general levels of numeracy are broadly satisfactory. Pupils carry out competently all four number operations and know which fractions and percentages are equivalent to each other. They are less confident in handling decimals. Most understand squares, square roots and prime numbers. Some higher-attaining pupils use their mathematical knowledge well in carrying out investigations. For example, they calculate the chance, in percentage terms, of obtaining each combination of heads and tails when spinning four coins. They use calculators competently as they find a pair of consecutive numbers whose product they are given. Lower-attaining pupils lack strategies to carry out investigations successfully and find it difficult to explain how they arrive at a particular answer. Pupils' knowledge of space, shape and measures is good. They use the correct mathematical vocabulary to describe two and three-dimensional shapes, measure and construct angles accurately and work with co-ordinates in the first quadrant. Higher-attaining pupils calculate the area of a triangle by halving that of the corresponding rectangle and work out percentages of periods of time. Lower-attaining pupils know a good range of words describing time. They calculate, usually correctly, the length of a film which begins at 7.47 and ends at 9.15. All pupils construct and interpret a range of graphs.
92. There is satisfactory progress made by all pupils in Key Stage 1, including those with special educational needs. In Year 1, pupils double single digit numbers and some use a number line to add three such numbers. The pupils in Year 2 are beginning to understand multiplication as repeated addition as they build the two times table. Higher-attaining pupils and those with special educational needs in the subject make less progress than they might. The former tend to receive the same initial task then proceed to extension tasks, rather than starting at a higher level. The grouping arrangements do not enable pupils with special educational needs to make good progress. The two year groups are divided into two groups based on attainment in the subject, but the lower-attaining group is no smaller. Although some classroom support is provided, these pupils do not receive enough help to meet their particular needs.
93. In Key Stage 2, overall progress is good. Although no extra teaching staff are employed in Years 3 and 4, lower-attaining pupils work in a much smaller group. Higher attainers do not always proceed at a rapid enough pace, however. In Years 5 and 6, some additional teaching input enables smaller groups to be organised so that the needs of individual pupils can be better addressed, enabling generally good progress to be made. Examples of particularly good progress were noted in a Year 4 group where pupils rapidly acquired new vocabulary relating to shape, and in a Year 6 group where pupils improved the speed at which they recalled the six times table and calculated the nineteen times table. In spite of this good progress through the key stage, attainment in Year 6 is at only average levels. Successive year groups of pupils vary widely and the present Year 6 contains a higher proportion than normal of pupils with special educational needs.
94. Pupils have consistently positive attitudes to their work in mathematics, particularly in Key Stage 2. They display enthusiasm when presented with a challenge, as in a Year 5 lesson where pupils showed determination to increase the speed at which they completed a set of cards, each of which contained a question preceded by the answer to a previous question. Pupils listen attentively to their teachers and readily answer questions. Whether working on their own or in partnership with another pupil, they settle quickly to the tasks they are given. In most classes, behaviour is good and pupils often display high levels of politeness and responsibility. In a few instances, pupils find it difficult to maintain their concentration or spoil otherwise good behaviour by calling answers out of turn.

95. The overall quality of teaching of mathematics is good. It is better in Key Stage 2 than in Key Stage 1. Overall, two thirds of lessons are good or very good, most of which were in Key Stage 2, and there is no unsatisfactory teaching. Teachers are using the National Numeracy Strategy to plan well-structured lessons. Most have a good level of mathematical understanding but occasionally fail to use or reinforce vocabulary sufficiently. They enjoy good relationships with their pupils, expecting and usually receiving high standards of behaviour. Their expectations of the standard of work are rather more variable. Many higher-attaining pupils are given the same tasks as the remainder of the class instead of being challenged with more advanced work. In good lessons, the mental work is brief but proceeds at a lively pace. Resources such as number fans or tracks are used very effectively in this part of the lesson. Teachers often make good use of their skills in assessing the understanding of the pupils. For example, in a Year 5 class, the teacher realised that most pupils required further work to consolidate their understanding of the 24 hour clock and provided further input before moving on. However, in another class, the teacher's change of plan was based on insufficiently precise assessment, as only a few had not achieved the previous learning. As a result, many pupils wasted time on a task which did not extend their understanding. In good lessons, teachers ensure that no time is wasted. For example, in a Year 2 class where pupils were building up the two times table, the teacher encouraged her pupils to draw pairs of fish very rapidly so that the lesson did not become an art lesson. Teachers make effective use of homework tasks to enhance pupils' learning. Sometimes these are routine, such as the learning of tables, but a more creative task noted was to prepare simple problems which pupils then presented for solution to the class at the beginning of the next lesson. In the best lessons, a lively mode of presentation ensures that pupils find the subject interesting and lessons enjoyable. A very clear teaching style is adopted and strategies are in place to promote the confidence of all pupils. The objectives of the lesson are shared with the pupils, as are clear expectations about the amount of work to be completed. Most, if not all, of these characteristics were present in a Year 4 lesson focusing on shape and in a Year 6 lesson on area and perimeter.
96. The school has implemented the National Numeracy Strategy well, though recognising the need for further development. The programme to be taught is reasonably well balanced, although investigative work is rather under-represented. Much work is strongly teacher-directed, giving pupils little scope for initiative or responsibility for planning and recording their own work. The subject co-ordinator has a very good grasp of future needs in mathematics and provides a good role model for its teaching. There are effective arrangements to monitor the quality of teaching and learning, involving governors as well as senior staff. Arrangements to assess pupils' ongoing work, however, are inadequate. As a result, too many pupils are receiving tasks that are inappropriate for their current level of understanding. Computers are under-used to support work in the subject in areas such as data handling. On the other hand, the use of mathematics in other subjects receives appropriate attention. Examples are work in geography on the local environment, in which a range of bar graphs and pie charts was used to present information discovered from first-hand research in the village, and in religious education, in which pupils constructed Rangoli patterns. The library contains insufficient books to promote a wider interest and understanding of mathematics and mathematicians by older pupils in the school.
101. **Science**
97. Standards of attainment at the end of Key Stage 2 are in line with national expectations. In the 1999 national tests, 80 per cent of pupils achieved the expected Level 4 or better and this is in line with the national average of 78 per cent. Thirty two per cent of pupils achieved Level 5 and this is above the national average. Compared with 1998, standards were maintained. However, twice as many pupils achieved the higher level compared with last year and the rate of improvement is above the national average. Since the last inspection, standards have improved in line with the national rise in standards but the rise in the percentage of pupils achieving higher levels is above the national trend. The standards achieved by the pupils match those of pupils in similar schools at the expected Level 4 and are better at the higher Level 5. These good results at Level 5 are accounted for by the good level of challenge in the work set. The performance of boys and girls is similar to the national average.
98. Standards at the end of Key Stage 1 are also in line with national expectations. In the 1999 teacher assessments,

all the pupils achieved the nationally expected Level 2, which is a very high proportion. However, no pupils achieved the higher Level 3 and this is very low compared with the national average. These results are the same as those of the previous year. The proportion of pupils achieving the expected level has been above national trends since the last inspection. The performance of boys and girls in science has been similar during the last four years. The discrepancy between the high proportion of pupils achieving Level 2 and the low proportion achieving the higher level is accounted for in the teachers' expectations of what the pupils can achieve. The pupils are not sufficiently encouraged to explain what they have discovered from their work.

99. By the end of Key Stage 1, the pupils learn about the growth of human beings and they can name most of the main parts of the body. They understand the need for food and water and can track the development of a baby towards childhood. The pupils can describe the life cycle of a moth and a frog with an appropriate degree of accuracy for their age. In a lesson on the different types of materials found in the Three Bears' kitchen, the majority of pupils in Year 2 can identify which objects are man-made and which are from natural material. Higher-attainers recall that plastic is man-made and is predominantly made from oil. Few are confident that leather is a natural material and some are confused about the nature of clay in china cups. The pupils carry out simple investigations, for example on the effect of exercise on the body, and most record their work simply with the support of worksheets and the class teacher. Lower attainers who have difficulty with written work have worksheets in which they must match the caption to correct picture or in which they cut and paste sentences in the correct order.
100. By the end of Key Stage 2, the pupils have a satisfactory understanding of concepts such as the classification of animals and the properties of materials. The pupils in Year 6 have a good understanding of electricity and can explain how the brightness of bulbs is affected by the nature of the circuit wiring. In work on the solar system, higher-attaining pupils quickly grasp how the earth's angle of tilt and its orbit around the sun give rise to seasonal change. Lower attainers find this concept more difficult and benefit from clear demonstrations which make use of a globe and artificial light source. A statemented pupil with the encouragement of staff made a good contribution to the discussion on what the pupils understood about the earth's orbit. The pupils work in groups to plot the time of sunrise and sunset during the month of November. They consult newspapers to chart the times and draw scatter graphs of their results. The pupils learn about forces when they make an extensive study of bridge construction. Their recording of the work includes diagrams, written accounts, charts, tables and graphs and the standards that pupils of all levels of attainment achieve in this aspect of the work are good. The understanding of the majority of pupils about plant life, germination and pollination is good and they know the names of parts of a flower. Their understanding of fair testing is good and they use resources such as magnets and electrical equipment appropriately.
101. All pupils, including those with special educational needs, make at least satisfactory progress across both key stages. Progress in Key Stage 1 is satisfactory. The pupils find out about the senses through activities involving smelling, hearing and tasting. The pupils carry out searches in the school grounds for minibeasts and different plants. They find out about sources of light and consider how light is important to specific people. For example pupils in Year 1 suggest car drivers need headlights at night and classrooms need lights for children to do their work in. Lower attainers make progress as a result of the support they receive from the staff supporting the class teacher. In lessons in Key Stage 2, progress is often good. This was most evident where the lessons had a good focus with interesting challenging work. For example, classes in Years 3 and 4 undertook investigations to compare the hardness and softness of rock samples. The pupils offered good ideas on what test could be carried out. For example, they suggested using a hammer, rubbing with sandpaper or putting weights on top until the rock cracked. One higher attainer recognises that the softness of the rock is determined by 'how easily it will wear away.' The pupils are beginning to understand the need for a fair test and know they must rub each piece of rock the same number of times. This is because they have learnt from earlier work this term on the topic of materials, for example on bricks.
102. The pupils have good attitudes to the subject and older pupils in particular are keen to find out more. One pupil with special educational needs had read more on the solar system between science lessons and wanted to share

his findings in the class discussion. Generally the pupils concentrate well during whole-class sessions and they offer suggestions and ask questions appropriately. In investigations, pupils in Years 3 and 4 brought rock and soil samples from the local area for the lesson and co-operated well in the group activities. The presentation of written work by the majority of pupils in both key stages is good. Some higher-attaining pupils in each key stage are very careful about their work and standards by Year 6 are often very high.

103. The quality of teaching is good overall. In half the lessons observed, teaching was good. In the other half, teaching was satisfactory. There is no unsatisfactory teaching. Teaching is satisfactory in Key Stage 1 and good in the majority of lessons in Key Stage 2. There is a good range of practical activities to promote the pupils' skills of investigation, especially in lower and upper Key Stage 2 classes. Most staff are confident teaching the subject and have good knowledge and understanding of topics taught. Staff in Key Stage 2 classes have high expectations of what the pupils can understand and the level of challenge in the work that they plan is good. Teachers often plan activities to further extend the pupils' understanding, for example in work on plotting the times of sunrise and sunset. Most teachers use appropriate vocabulary well and encourage the pupils to do likewise, for instance terms such as sedimentary and metamorphic in the study of rocks. There are good examples of teachers using probing, open-ended questions to make the pupils think. However, in Key Stage 1, the teachers are missing opportunities to extend the pupils' reasoning skills so that they predict outcomes, give reasons for their ideas and make significant connections between what they study and what they know from everyday surroundings. Staff plan the lessons well and make good use of resources and classroom assistants to assist the pupils. For example, staff in Key Stage 1 classes use support staff to help pupils with special educational needs and groups of lower-attaining pupils to make progress. The teachers organise investigative activities with pupils in mixed ability groups and this helps pupils with special educational needs to make progress as they work alongside higher-attaining pupils. In general the teachers explain assignments well but there are occasions when they make insufficient use of white boards to summarise key points that are being discussed. Speaking and listening, reading and writing skills are well developed in the lessons and the teachers encourage the pupils to record their work using skills they have gained from work in mathematics on handling information. There were few examples of pupils using computers to help their work in science. Marking is positive and as the pupils get older, so the marking becomes more sophisticated. There were good examples of teachers asking relevant questions at the end of pupils' written work to make the pupils think further on the topic. The teachers also set interesting assignments for homework and these often help the pupils to see the relevance of what they learn in everyday life.
104. Management of the subject is good. The co-ordinator took up post this term and has good expertise to take the subject further. The scheme of work follows national and local guidelines and provides good coverage of the programmes of study. Assessment procedures are satisfactory and include some end-of-topic testing, though this is not consistent across all topics, and each year two pieces of work which focus on scientific skills are assessed and filed in the pupils' profiles. The co-ordinator has begun to supplement these procedures. Teachers' planning is monitored and samples of pupils' work regularly scrutinised. Opportunities to monitor teaching are planned later this year. Levels of resourcing are satisfactory and staff use resources well in lessons so that pupils have first-hand experience of investigative work. The school has a wild life area with a pond, used for work on minibeasts and plant life. The residential visit for pupils in Year 6 provides opportunities to search for fossils and to date the age of trees.

## 109. OTHER SUBJECTS OR COURSES

### Information and communication technology

105. Overall, attainment is in line with national expectations at the end of each key stage. Evidence of work in all the programmes of study in the National Curriculum is available but not always fully developed. Standards have been maintained since the last inspection.
106. There was very little direct teaching observed during the period of the inspection and judgements are based on a scrutiny of pupils' work, displays, discussions with pupils and teachers and observation of pupils working on computers in other subjects.
107. In Key Stage 1, pupils are able to control the mouse to choose pictures and move them around the screen, enhancing the teaching of initial letter sounds. They use programs to develop their knowledge of sounds and blends and simple adventure simulations to enhance language development. They are also able to write simple sentences as they develop familiarity with the computer keyboard. At the end of the key stage the standards achieved by the majority of pupils are in line with national expectations.
108. During Key Stage 2 there is progression in how the pupils use the word processor. They increase the variety of fonts and change colour, size and alignment. The pupils learn data handling techniques and make use of their knowledge to create questionnaires to collect information. They display the information in a variety of ways and make comparisons between graphical representations. Pupils in Year 6 use control software well to program the correct sequence of lights for the operation of traffic lights. Pupils use calculators and tape recorders satisfactorily to support work in other subjects.
109. The pupils make satisfactory progress across both key stages. Competence in the necessary skills is acquired by experience, discovery and collaboration with other pupils. Pupils with special educational needs make good progress with the close attention of support staff.
110. The pupils' attitudes to learning are good. They show interest in their work and treat the equipment with care. Pupils learn from each other by working in pairs and collaborate amicably. They are keen to describe past work and demonstrate their skills. For example, pupils in Year 6 were keen to explain the programming techniques required in operating traffic lights. They develop their capacity for personal study by remaining on task for periods of time independently.
111. Teaching overall is satisfactory but lacks a rigorous approach. The knowledge and understanding of teachers in Key Stage 1 are limited. Teachers in Key Stage 2 have competence in the use of current resources but the potential to use them to maximum effect is often missed and their expectations are not always high enough. Classrooms are well organised and pupils are managed effectively. Class profiles provide a record of work completed by pupils and teacher assessments are made at the end of each term. Check lists provide evidence of the time pupils spend on the computer.
112. Whilst the school is meeting the requirements of the National Curriculum, the subject has yet to take high priority in the curriculum and aspects are not fully developed. The monitoring of work by the co-ordinator takes place through staff discussion, regular meetings of curriculum teams and staff compiling a moderated portfolio of work. There is a plentiful supply of computers available for pupils' use but many are old models which, whilst still capable of providing worthwhile experiences in handling computers, do not offer the extended range expected. Each teaching area has at least one computer, and in many cases two, with printers. The lack of colour printers and the quality of some black and white printers inhibit graphical development. However, the school is about to upgrade equipment and plans are well advanced in the training of staff to use it. Facilities for work in control are available through programmable toys and good quality hardware and software.

117. **Religious education**

113. Pupils' attainment is in line with the expectations of the locally agreed syllabus and some pupils have a good knowledge of Christianity and some knowledge of Islam and Judaism. At the previous inspection, attainment was judged to be broadly average. However, the knowledge pupils had of faiths other than Christianity was very limited and few older pupils could recall with confidence and understanding the principal features and people of the major world faiths. Current findings indicate a measure of improvement in attainment.
114. Attainment at the end of both key stages meets the requirements of the four attainment targets in the North Yorkshire Agreed Syllabus. At the end of Key Stage 2, the pupils have a satisfactory knowledge of world religions and in particular Christianity. They understand that people of all faiths pray in different places of worship, the Muslims undergo pilgrimages to Mecca and that there are many types of Christian Churches including Catholic and Methodist churches. Pupils know the reason for celebrating Christmas and are secure in their knowledge of the versions contained in the Gospels of Luke and Matthew. By the end of Key Stage 1, pupils can say the Lord's Prayer and a special class prayer which is said at the end of each school day.
115. The pupils' progress is satisfactory overall and in lessons in Key Stage 2 it is good. Pupils appropriately increase their knowledge of world religions as they proceed through the school and can talk about what they have learnt.
116. The pupils show a good level of interest in lessons. They are keen to offer examples and opinions on the belief and practices of Christianity. They apply themselves well to supporting art activities such as Hindu rangoli patterns. They stay on task and work hard. When acting out a play they co-operate well together and are supported by other pupils in the class. They work well as individuals when designing their own card. Pupils really enjoy discussions on religious matters and are eager to offer opinions and some facts based on their own experiences to support their views. The pupils present their work well and this was evident in a very attractive display illustrating three world religions. It contains individually made pupils' booklets as well as pictures, photographs and maps.
117. The quality of teaching is good overall. Occasionally teachers show a lack of subject knowledge but the lessons are planned and prepared well according to the scheme of work and there are well-identified learning objectives. Lessons are conducted at a good pace. The pupils' interest is sustained through discussions and good supporting activities. These are well chosen and adequately resourced. During some discussions strong links are often established with moral education and pupils' feelings are explored. Class control and management are good and this enables some teachers to be adventurous in their approach and introduce controversial and challenging matters for discussion. Appropriate story material and drama sessions are used well to extend and consolidate the pupils' knowledge. Valuable links are made with other subjects. In music lessons pupils listen to Israeli 'spinning top' music which links with work on the festival, Hanukkah.
118. The scheme of work which follows the guidance in the agreed syllabus is being implemented in all classes including the reception class. Resources are satisfactory in quantity and quality. Systems for day-to-day assessment are not in place but the co-ordinator collects sets of exercise books regularly and scrutinises the work in them to ensure coverage of the syllabus. She has good plans to develop the subject.

123. **Art**

119. Attainment in art, by the end of both key stages, is in line with what is expected of pupils. The progress made is satisfactory and generally in line with the findings of the last inspection report.
120. Pupils in Key Stage 1 extend their knowledge, understanding and vocabulary well when mixing colours and experimenting with shades of colour. They apply paint well using purposeful and, at times, sensitive

brushstrokes. Pupils learn much about the work of famous artists and are familiar with that of Kandinsky, Miro and Klee. Displays in the lower school gallery illustrate the development of their understanding of the artists' work and their ability to apply it to their own. Pupils begin to develop observational skills in pencil drawings of themselves and objects such as leaves.

121. Pupils in Key Stage 2 make satisfactory progress using paint, pencil, crayon and charcoal. The use of other media is less evident and none is on display. The pupils continue to develop their knowledge of well-known artists, for example, Matisse and Picasso. The illustrations of Shepherd provide additional models for extending skills in sketching. Perspective, the effects of light and shadow and the use of tonal scales develop well in the work of older pupils.
122. Pupils respond well and demonstrate a good attitude to the work. They are polite and well behaved and relationships are good. Pupils sustain good levels of concentration and are keen to produce their best work.
123. The quality of teaching is satisfactory, with some good features, especially in Key Stage 2 classes. Lessons are carefully planned and well organised. Appropriate and adequate resources are made available although there was no evidence of three-dimensional work and the school has yet to acquire a kiln, referred to in the previous report. There is an emphasis on the use of paint and drawing materials and the use of other media is under-developed. Furthermore, there is little evidence of the recognition of non-western cultures. Sketch books, available to pupils in the lower school, are under-used and opportunities to extend observational skills are overlooked.
128. **Design and technology**
124. Pupils' attainment at the end of both key stages is at least in line with what is expected of pupils nationally. A large minority of pupils achieve higher standards by the end of Key Stage 2. These findings are broadly similar to those at the last inspection. No lessons were observed during the inspection and judgements have been made from a scrutiny of pupils' work in each year group during the last school year, as well as the scheme of work that the teachers follow and their planning.
125. Progress is at least satisfactory and often good. Pupils in Key Stage 1 design and make stick and finger puppets and model minibeasts that wobble. They design a healthy meal that will appeal to children. The pupils use natural materials in a collage picture of trees. They design a pet's face with moving parts, such as the eyes or tongue. They design a role play area for their classroom. In Years 3 and 4, the pupils design and make a drum or Caribbean shaker as a percussion instrument and they make elaborate designs for their finished piece. They use a variety of materials for the skin. The pupils draw designs for bedroom wallpaper and then print their designs. In Years 5 and 6, the pupils take part in a locally organised Technology Challenge.
126. The pupils in both key stages record their drawings and plans and evaluate their work in 'Design and Make' books. The pupils use a variety of methods to cut, shape and join their models and evidence from the pupils' folders indicates that their skills are at least in line with what is expected of pupils in this age range.
127. The pupils enjoy their work and are proud of their achievements. Many pupils talk confidently about their work and can describe setbacks and successes. The presentation of the work in their books is good and often very good.
128. The subject is managed well by the co-ordinator and the staff have good expertise to teach the subject. The scheme of work is planned well and has many exciting ideas that appeal to the pupils. Links with other subjects, such as information technology, history, science, English and music, are well developed and there are good opportunities for the pupils to use their skills of measuring. The subject makes a good contribution to the pupils' personal development, for example in improving their self-esteem especially when they take part in competitions.



133. **Geography**

129. During the period of the inspection geography was not being taught. It is taught in alternate half terms with history. The judgements given are based on a scrutiny of pupils' work, teachers' planning, work on display and interviews with teachers and pupils at the end of the key stages.

130. Standards are broadly in line with what is expected of pupils at the end of both key stages and progress is satisfactory across each key stage. Overall standards and progress have improved since the last inspection.

131. Pupils in Key Stage 1 study such topics as their home area and its facilities, such as shopping or transport in Year 1, and broaden the work in Year 2 to study the contrasting area of Saltburn. In Key Stage 2, closer study of Great Ayton and land usage is undertaken in Years 3 and 4 whilst Years 5 and 6 take part in a large study of the effects of the closure to traffic of their village High Street. This was an extensive exercise combining visits to interview and to survey the scene as well as talking to people who work or live there. The contributions of adults, who through role-play highlighted the environmental issues, enabled pupils to gain a very realistic in-depth view of the issues involved in such projects.

132. Pupils interviewed during the inspection had, at each key stage, very positive attitudes to the subject.

133. The newly appointed co-ordinator has undertaken a review of the policy and scheme of work, incorporating material from the national guidelines and the school is progressively implementing these plans. Resources for the subject are sufficient and greatly enriched by the many visits to the local village environment and trips further afield. The planning for the subject, which was an issue, has been resolved but formal systems of assessment for the subject are not yet in place, though some guidance is offered in the new documentation.

138. **History**

134. During the inspection history was not timetabled for classes in Key Stage 1 and judgements are based on the scrutiny of pupils' work, interviews with teachers and pupils, and planning. In Key Stage 2 several lessons were seen.

135. Standards are broadly in line with what is expected of pupils at the end of Key Stage 1 and progress is satisfactory. Standards at the end of Key Stage 2 are above what is expected of pupils at this age and progress is good. In Key Stage 1 standards and progress are broadly similar to those of the last inspection whilst in Key Stage 2 they have improved.

136. Pupils in Year 1 gain a knowledge of chronology and the passage of time by working with both old and new toys and games to identify similarities and differences with today and compare modern homes with those of the past. Pupils in Year 2 learn about the life of Captain Cook and use the local museum and monuments to help their studies.

137. Pupils in Years 3 and 4 study the period of World War Two and its effects upon adults and particularly children at that time. The studies are greatly enriched by the variety of displays of photographs, posters and artefacts from that time and the many contributions from grandparents and other family members whose letters and reminiscences bring many aspects to life for their young audience. Visits were undertaken to Eden Camp where life for prisoners of war and other war-time experiences are recreated. Pupils in Years 5 and 6 gain a valuable insight into the life of children in Victorian times through a series of lessons which include the use of both artefacts and photographs and of information technology to enable pupils to undertake some personal research and acquire information for their school work.

138. Pupils' attitudes to the subject at both key stages are good with great interest being shown in both the characters and items used in the past.

139. Teaching in lessons seen is of good quality overall and occasionally very good. Teachers plan with colleagues across the year groups and give good quality lessons and experiences to their pupils. Lessons have clear historical focus and are well paced, with a balance of taught history and researched history. Historical skills are promoted by some good quality visits and visitors, for example the school caretaker's contribution of his own childhood evacuation placement given to pupils in Years 3 and 4.
140. The co-ordinator and colleagues have adopted the national guidelines and revised their policy to resolve the requirements of the previous inspection. Resources for the subject are sufficient and of good quality.
145. **Music**
141. Standards in music throughout the school are in line with what is expected of pupils in this age range. All pupils, including those with special educational needs, make satisfactory progress. The substantial number of pupils receiving instrumental tuition from visiting teachers make good progress in the small groups in which they are taught, although the knowledge and understanding they acquire are not necessarily transferred well to class music lessons. These findings are similar to those at the last inspection.
142. Pupils in Year 1 are beginning to sing with good rhythm although their reproduction of pitch tends to be inaccurate. Their ability to sing familiar songs increases so that by the end of Key Stage 1 they sing in tune well.
143. Progress in Key Stage 2 varies considerably, according to the age group and the teacher. Some pupils in Year 4 have acquired a good range of musical vocabulary. They explain the meaning of pitch, duration, texture and timbre, but find it more difficult to describe Israeli music using these terms. By this age, singing has become pleasant and accurate in pitch even when singing in a class group. Untuned percussion is played with satisfactory precision. In the final two years of the key stage, progress is somewhat slower. Listening skills have developed well, but the ability to describe changes in music using the correct vocabulary has not advanced from the level in Year 4. Singing is not always confident, particularly in smaller groups in which pupils sing in rhythm but with insufficient variation in pitch. These older pupils know the names and recognise the sounds made by many instruments of the orchestra but know little of famous composers. They have little experience of composing music themselves, although most pupils successfully use a xylophone to compose a simple tune to accompany the words of a Victorian street cry.
144. Music is a popular part of the week's programme for most pupils. This was evident in a lesson for pupils in Year 2 who enjoyed the actions accompanying a new song and expressed disappointment when there was no more time to listen to the tape recording. Pupils enjoy their comparatively rare excursions into the field of composition. In most classes, pupils participate well in all activities, remain attentive to the teacher, co-operate well with partners or in a small group and behave very well.
145. Teaching is satisfactory in Key Stage 1 and good overall in Key Stage 2. Most teachers teach music to their own classes but two Key Stage 2 classes are taught currently by the subject co-ordinator. There is some variation in the ability and confidence of teachers. The general standard of teaching throughout the school is good and there was no unsatisfactory teaching. Most teachers use material from a commercial scheme, adapting it appropriately for their particular classes where necessary. Occasionally their objectives for the lesson are not sufficiently clear. This leads to a lack of balance in the lesson if, for instance, too much time is spent on introductory activities with a minimal musical content, leaving insufficient time to use instruments later on. In good and very good lessons, teachers adopt a clear and confident style of presentation. Good use is made of pupils to demonstrate new activities, as in a Year 2 lesson where a pupil explained to the class how to play a game. Opportunities are provided for pupils to co-operate or collaborate in group activities. In a Year 5 and 6 lesson, pupils worked in groups to compose a tune, with one member of the group acting as scribe. In a very good lesson, the teacher provided a good variety of activities including the opportunity to listen to a substantial

musical extract, structured her lesson to build well on pupils' previous learning and presented it in a lively and interesting way. She displayed her considerable expertise through the reinforcement of correct terms and through attention to detail in matters such as correcting inaccurate rhythm or poor posture. Extra practice was devoted to the difficult parts of a song and an appropriate homework task was set.

146. Although the music co-ordinator is new to the school, she has already prepared a good action plan to cover her first year. This includes re-starting tuition in playing the recorder. With the orchestra and a recently formed choir this provides excellent opportunities for pupils, including those taught by six visiting instrumental teachers, to further their skills in performance.

151. **Physical education**

147. Overall attainment in physical education at the end of both key stages is in line with what is expected of pupils. Progress of all pupils throughout the school, including those with special educational needs, is at least satisfactory and often good. These findings are similar to those at the last inspection. All classes receive swimming lessons in the summer term making use of the school's own outdoor, heated pool. In the last school year, about four in every five pupils left the school able to swim at least 25 metres, which is the national expectation. Pupils have good opportunities to take part in competitive sport. They compete against other schools and within school in football and netball.

148. During the inspection a number of dance lessons were observed. Through a thematic approach in dance, pupils in Key Stage 1 perform simple skills such as running, jumping and landing with increasing control. They use space well when moving around the hall and land properly and safely. Many find difficulty in following their partners' actions but make good wide shapes together. In Key Stage 2, pupils work confidently and safely in groups, pairs and individually. Using the theme of Victorians, they perform the basic actions of moving, turning, jumping and remaining still well, developing good control in co-ordination, balance and poise. Pupils develop their movements in response to music and are able to explore feelings and moods with increasing sensitivity.

149. Pupils participate enthusiastically and apply themselves well in lessons. They concentrate on their work and collaborate well. They show respect for the feelings of others whilst performing for one another. They dress appropriately for physical activities.

150. Overall, the quality of teaching is good. Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. In the best lessons, teachers have very good subject knowledge and high expectations and lessons proceed at a brisk pace. There is clear progression in the work planned and lesson objectives are well matched to individual needs. Health and safety procedures are observed and teachers challenge pupils to concentrate and produce their best performance. Pupils are praised and given constructive feedback which provides opportunity to improve.

151. The school places a strong emphasis on developing physical activity, healthy lifestyles and positive attitudes. The subject is well managed and organised throughout the school. The subject coordinator is well qualified and has high levels of enthusiasm for the subject. The policy and scheme of work are comprehensive and include a wide range of games and activities. A qualified instructor is employed to teach swimming to all pupils for seven or eight weeks in the summer term. Less proficient pupils are taught in smaller groups, enabling them to make good progress. The provision of resources and accommodation for the subject is good. Each of two halls is fully equipped with gymnastic equipment which is well used and regularly inspected. There is a range of clubs and these activities together with competitive fixtures, extend the range of curricular provision. In addition, professional coaches from the local premier league football club make occasional visits to the school to provide coaching sessions in football. Pupils also have the opportunity of weekly sessions from coaches of the Football Association. All these activities make a good contribution to pupils' learning.

156.

## **PART C: INSPECTION DATA**

### **156. Summary of inspection evidence**

A team of six inspectors carried out the inspection over a period of 20 inspection days. During the inspection, the team

- . observed 71 lessons or parts of lessons related to the under-fives curriculum, National Curriculum subjects and religious education
- . observed acts of collective worship and registration periods
- . listened to approximately ten per cent of the pupils read individually or in reading groups
- . sampled and evaluated the pupils' work
- . discussed the work with pupils
- . held discussions with governors, subject co-ordinators and some support staff
- . read and evaluated all major curricular, administrative and management documentation, including teachers' plans and samples of pupil assessments, records and reports.

In addition, 26 parents attended a meeting with members of the inspection team and 70 parent questionnaires were returned.

## DATA AND INDICATORS

### PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	257	1	63	27
Nursery Unit/School				

### TEACHERS AND CLASSES

#### Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	10.4
Number of pupils per qualified teacher	25

#### Education support staff (YR - Y6)

Total number of education support staff	3
Total aggregate hours worked each week	74

Average class size:	29
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### FINANCIAL DATA

Financial year:	1998 - 99
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	£
Total Income	409 414
Total Expenditure	392 822
Expenditure per pupil	1534
Balance brought forward from previous year	22 849
Balance carried forward to next year	39 345

## PARENTAL SURVEY

Number of questionnaires sent out:

195

Number of questionnaires returned:

70

### Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	19	63	6	7	1
I would find it easy to approach the school with questions or problems to do with my child(ren)	34	46	9	9	1
The school handles complaints from parents well	16	37	30	13	0
The school gives me a clear understanding of what is taught	17	40	17	14	7
The school keeps me well informed about my child(ren)'s progress	19	47	19	11	1
The school enables my child(ren) to achieve a good standard of work	20	49	17	9	0
The school encourages children to get involved in more than just their daily lessons	27	50	10	9	0
I am satisfied with the work that my child(ren) is/are expected to do at home	21	50	9	14	3
The school's values and attitudes have a positive effect on my child(ren)	23	47	19	7	0
The school achieves high standards of good behaviour	16	41	23	13	3
My child(ren) like(s) school	39	43	11	4	0

### Other issues raised by parents

Some parents felt that information about what the pupils are taught is inadequate. Some were concerned about the behaviour of a small minority of older pupils and how successfully the school dealt with bullying.

Inspectors note that the school makes available literature on recent national developments in the curriculum and has offered parents the opportunity to attend a meeting on the National Literacy Strategy. One for the National Numeracy Strategy is planned. The headteacher plans to provide space in newsletters outlining forthcoming topics the classes will study.

Inspectors are satisfied with procedures to deal with bullying and unsatisfactory behaviour and propose that the school continues to monitor the effectiveness of the policy and procedures.