

INSPECTION REPORT

MARTON cum GRAFTON

**Church of England Voluntary Aided Primary
School**

Marton cum Grafton, North Yorkshire

LEA area: North Yorkshire

Unique reference number: 121632

Headteacher: Miss K O'Donnell

Reporting inspector: Mr R Fry
21073

Dates of inspection: 30 April – 1 May 2001

Inspection number: 194119

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Reas Lane Marton cum Grafton North Yorkshire
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Appropriate authority:	Governing body
Name of chair of governors:	Dr J Stuart Kilburn
Date of previous inspection:	28 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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Glossary

Foundation Stage – young children up to the age of 5+ years. The curriculum for young children includes their: social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical and creative development.

Key Stage 1 – pupils 6 to 7 years old.

Key Stage 2 – pupils 7 to 11 years old.

Curriculum – everything the school teaches pupils, such as English, science and health education.

Scheme of work – courses of lessons in, for example English, for teachers to use when planning lessons.

ICT – information and communication technology.

Baseline assessment – tests for young children when they join the school or in their first year.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Marton cum Grafton Primary is a well below average sized school for boys and girls aged between three and eleven years. The school serves several rural villages locally and has recently grown in size significantly. It has 63 pupils on roll including young children in the pre-reception class. The school has a high turnover of pupils because, for example, families move into and away from the area due to work commitments. Children's attainment on entry to the school is above what is typical of children nationally. Very few pupils (five per cent) are eligible for free school meals, which is well below the national average. Six per cent of pupils have special educational needs, which is well below average. All pupils have English as their first language and are white European. The Church of England inspected religious education and pupils' spiritual development.

HOW GOOD THE SCHOOL IS

Marton cum Grafton is an effective, happy and caring school. It makes good provision for all pupils, including those with special educational needs. Pupils make good progress. The teaching is consistently good and the work that pupils are set is demanding. All staff work well together and seek to improve the standards of pupils' work. The cost of educating pupils is well above average but similar to other schools of this size nationally. The school provides good value for money.

What the school does well

Standards of pupils' work at the end of Year 6 have been high for the last two years. The leadership and management of the school by the headteacher and governors are very good. The teaching is good and pupils are effectively challenged by the work they receive. The curriculum is good and pupils have many opportunities to learn new things. The school takes good care of all pupils and pupils' personal development is very good. There are very effective links with parents and they have very positive views of the school's work.
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What could be improved

There are no major issues that the school needs to address.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. The school has achieved all that it was asked to do four years ago and has made good improvements. The teaching has improved, which has led in part to the improvement in standards of pupils' work in English, mathematics and science. During the 2001 inspection, there was no unsatisfactory teaching. The school has made good use of the National Curriculum schemes of work (that is, courses of lessons) for all subjects provided for schools by the government. The National Literacy and Numeracy Strategies are taught thoroughly. The curriculum that pupils experience builds logically on what they knew before.

The procedures for assessing pupils' attainment and progress over the year are now good. The school has comprehensive records, which teachers use to ensure that pupils have much to interest and challenge them. Resources such as reading books and equipment for teachers to use in enquiry and investigation lessons in mathematics and science have improved considerably. The school has maintained many of its strengths from four years ago, such as the links with parents and its caring large-family approach to all pupils and young children. Pupils' attendance is now well above average.

STANDARDS

In most years, five years olds attain standards that are above those of children nationally and make good progress in all the 'Areas of Learning' they study. The pre-reception class teaching has had a positive effect on young children's standards of work and parents are keen for their children to start their education.

The number of pupils in each year is very small, which means that National Curriculum Test results cannot be relied upon as good indicators of the school's performance. Pupils' attainment varies from year to year according to the capabilities of different year groups. In National Curriculum tests last year (2000), Year 6 pupils' standards of work in English, mathematics and science were in the top five per cent nationally. All pupils reached their targets, the nationally expected standard Level 4 or higher. In 1999, results were also in the top five per cent in the country. This year (2001) results are likely to be lower. Two thirds of pupils are expected to attain the nationally expected standards in English, mathematics and science. Nevertheless, the teaching is very good in the Year 4, 5 and 6 class and pupils are making good progress.

At the end of Year 2 last year (2000), pupils' National Curriculum test results were below average in writing and average in reading and mathematics. Results in English for Year 2 over the last four years have varied between below average and high in comparison with all schools nationally. Temporary changes in staff have had some negative effects, but overall results reflect the capacities of pupils and good teaching.

During the inspection, pupils' standards of work observed were above average in English and mathematics and were close to the national average in science at seven years old. Eleven year olds' standards of work observed were a little below average in English, mathematics and science. In all three subjects, pupils were found to be making good progress in relation to their capabilities. Pupils attain the standards expected in information and communication technology at eleven years old.

Pupils achieve well. Teachers have high expectations of pupils and the quality of teaching ensures that pupils make good progress from the time they enter the school until they leave it. Good achievement is present in many subjects, such as music, art, design and technology, history, geography and physical education. Pupils with special educational needs also achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show a keen interest in school life and make the most of lessons, special events and clubs. Pupils mostly listen attentively to teachers and each other during lessons.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and at playtimes. Movement around the school is also good. Pupils are reliable and helpful.
Personal development and relationships	Very good. Pupils take turns properly when using equipment. They progress well in lessons because they make friends easily and co-operate enthusiastically. Older pupils work independently for long periods. They enjoy being treated as capable young people.
Attendance	Well above the national average.

TEACHING AND LEARNING

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

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

The teaching is consistently good across the school. The teaching observed ranged from satisfactory to excellent. In 54 per cent of lessons the teaching was good, and in 31 per cent it was very good or excellent. English (including literacy) and mathematics (including numeracy) are effectively taught. The good organisation and challenging work set in literacy and numeracy lessons have led to pupils' good progress and often very good results.

There is a purposeful atmosphere in all classrooms. Pupils are particularly effectively managed in Years 4, 5, and 6 and consequently pupils make good progress. The teacher has a very good relationship with her class. Many of her lessons effectively combine reading, writing and the use of mathematics to explore other subjects in exciting ways. Pupils worked enthusiastically on follow-up work about their recent residential trip.

The teacher's close attention to young children's individual needs in the pre-reception class is good and children make a good start to their education. Activities are varied and very well planned. Young children under five years old and older pupils are taught progressively more difficult ideas in a logical order. Younger pupils in Years 1, 2 and 3 often show much interest in their work and their powers of concentration are mostly good. All pupils, for example, learn to find out things in science and to work with numbers in mathematics.

All teachers have a wide spread of knowledge and skills. They explain ideas clearly, teach pupils important new skills, and often use well-chosen questions to check what pupils have learned. Teachers keep good records of pupils' progress. Staff make other valuable contributions to pupils' learning, for example, by working with small groups of pupils on revision activities or musical instrument tuition. Teachers have high expectations of all pupils' behaviour and attitudes to school. Pupils' capacity to learn is extended effectively and the needs of all pupils are met in lessons. Pupils who join the school during the school year soon integrate effectively. Pupils with special educational needs make good progress and teachers meet their needs effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All subjects of the National Curriculum, religious education and French are taught. High priority is given to literacy and numeracy, which support pupils' work in all subjects. The school makes good use of commercial and other schemes of work to help them plan interesting lessons
Provision for pupils with special educational needs	Good. The provision is well managed. Pupils make good progress towards the targets in their individual education plans. Teachers help pupils effectively in lessons and all are fully included in all aspects of school life. Some targets in pupils' individual education plans are not easily measured.
Provision for pupils' personal, including moral, social and cultural development	Very good. All pupils have the opportunity to take part in everything the school does. There is a calm and orderly atmosphere throughout the school. Displays of pupils' work and of interesting pictures and information are strengths, particularly in the Years 2 and 3 classroom. The positive relationships in the school provide pupils with a very good example on which to model their own social behaviour.
How well the school cares for its pupils	Good. Procedures for assessing and recording what pupils know, understand and can do are good. Procedures for promoting good behaviour are effective and pupils receive a wide variety of rewards. Attendance has improved.

The school works very effectively in partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a very positive influence on the school. Since the last inspection, the school has responded effectively to what needed to be done. There have been several changes in staff and the school has appointed a permanent Reception and Year 1 teacher for the coming September.
How well the governors fulfil their responsibilities	Very good. Many governors take a leading role in helping to manage the school. They understand its strengths and what still needs to be done. Committees are active and very well informed.
The school's evaluation of its performance	Very good. The very good school development plan identifies what the school needs to do and the plan's costs are closely interwoven with the targets for action. The plan is used to check progress very well.
The strategic use of resources	Good. The school has made good use of the money available to it and 'best value' is found for all major purchases. The school is particularly good at raising funds for important projects, such as extra library books. The large under-spend is kept in reserve to ensure that the fluctuating numbers of pupils does not effect the school's good provision.

The school is generously staffed, the accommodation is good and there are plenty of books and equipment for use in lessons. The school, with the local education authority, will soon make the old school house into a computer suite and extra teaching space.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like going to school very much and make good progress with their work. • Behaviour is good. • The right amount and quality of homework are set for children of different ages. • The teaching is good. • The school works closely with parents and they feel very comfortable when approaching the school with a question or problem. • The school has high expectations of children. • The school is very well managed and led. • The school helps children to mature and become responsible. 	<p>There are no matters that parents would wish to see improved.</p> <p>Parents are very pleased with all the school offers.</p>

The inspection team agrees with parents' positive views.

OTHER INFORMATION

The governing body and headteacher are responsible for adding the minor issues raised in the report commentary to the current school development plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of pupils' work at the end of Year 6 have been high for the last two years.

1. Pupils achieve well. Teachers have high expectations of pupils and the quality of teaching ensures that pupils make good progress from the time they enter the school until they leave it. The number of pupils in each year is very small, which means that National Curriculum Test results cannot be relied upon as good indicators of the school's performance. The school has a high turnover of pupils during the year. Last year 41 per cent of pupils left or joined the school for various reasons, such as families moving area for employment reasons. Pupils' attainment varies from year to year according to the capabilities of different year groups. Good achievement is present in many subjects, such as music, art, design and technology, history, geography and physical education. Pupils with special educational needs also achieve well and attain the targets in their individual education plans.
2. In National Curriculum tests last year (2000), Year 6 pupils' standards of work in English, mathematics and science were in the top five per cent nationally. All pupils attained their targets, the nationally expected standard Level 4 or higher (Level 5.) In 1999, results were also in the top five per cent in the country. Over the last four years, pupils' standards have improved at an above average rate. This year (2001) results are likely to be lower because it is a lower attaining group. Two thirds of pupils are expected to attain the nationally expected standards in English, mathematics and science. Nevertheless, the teaching is very good in the Years 4, 5 and 6 class and pupils are making good progress.
3. Ten and eleven year olds' standards of work observed during the inspection were a little below average in English, mathematics and science. In all three subjects, pupils were found to make good progress in relation to their capabilities. In a history and literacy lesson, Years 5 and 6 pupils gave interesting and well-considered reasons why some leaders in history were greater than others. Some pupils defined greatness not so much as the leader being good, but as having the capacity to do what they wanted. Pupils gave coherent talks to their classmates about why they had chosen, for example, Elizabeth 1, Columbus or Henry VIII as the greatest leader in Tudor times.
4. Pupils' exercise books show that they have covered a wide curriculum. Higher attaining pupils in Years 4, 5 and 6 use metaphors or similes such as, 'My friend's hair is like the top of a pencil.' Their work is well punctuated. Average pupils' punctuation of their work is more limited. There is a strong emphasis in lessons on the development of pupils' ideas. At times, insufficient attention has been given to the tidiness of older pupils' work. Pupils make good progress in mathematics and they show that they can add three digit numbers, understand the value of numbers depending on where the decimal point is and describe the positions of objects using co-ordinates. In science, all pupils know the main organs of the body and their writing shows a good understanding of testing ideas fairly. Pupils express ideas clearly and their diagrams are well labelled and accurate.
5. Pupils attain the standards expected in information and communication technology at eleven years old. Year 4 and 5 pupils were observed competently interrogating results from information gained during their residential visit, using different types of graph. For example, they found out who ate most crisps and used a bar graph to show this information. Through the very effective teaching, pupils gained the capacity to spot

rogue answers that were clearly wrong and would make their surveys inaccurate. During their residential week, pupils created internet web pages full of interesting information and moving 'clip art' caricatures.

6. Young children's attainment at five years old is usually above the standard typically found nationally. In most years, five years olds attain standards that are above those of children nationally and make good progress in all the 'Areas of Learning' they study. The school does not have a 'baseline' test for pre reception children when they enter the school. Therefore, the school does not know what young children's knowledge and understanding are when they enter the school or how much progress pupils make in the pre-reception class set against a reliable reference point.
7. The pre-reception class teaching has had a positive effect on young children's standards of work and parents are keen for their children to start their education. Young children identified shapes in a bag by touch and decided whether they were circles or squares and placed them correctly in the labelled hoops on the floor. They count to four successfully and all write the number 4 clearly. They stick their worksheets in for themselves. One child said that the gluestick was like a 'magnet' in the way it held on to its lid. Children showed five fingers when asked and most showed what eight was in various ways. During an activity afternoon, the youngest children made imaginary cakes using templates and cutting tools. Children have some understanding about buying and selling things, but do not always give the right amount of money. They play well together and say 'Please' and 'Thank you' in the class shop.
8. At the end of Year 2 last year (2000), pupils' National Curriculum test results were below average in writing and average in reading and mathematics. Results in English for Year 2 over the last four years have varied between below average and high in comparison with all schools nationally. In 1998, the school's reading and mathematics results were in the top five per cent of all schools. In 1999, pupils' reading standards were also high. Temporary changes in staff have had some negative effects more recently, but overall results reflect the capacities of pupils and good teaching. During the inspection, pupils' standards of work observed were above average in English and mathematics and were close to the national average in science, at seven years old.
9. Higher attaining Year 2 pupils add 6 to 9 successfully and solve simple word problems. Average pupils were observed subtracting 8 from 11 and nine from 14 correctly. Lower attaining pupils occasionally get their sums wrong but they show they can count on in twos and order 5 two digit numbers according to size. Pupils have made particularly good progress with writing and higher attainers show they can change the tense of verbs from the present into the past. Generally, the standard of handwriting and the ideas that pupils express have improved considerably over of the year.

The leadership and management of the school by the headteacher and governors are very good.

10. The headteacher provides very good leadership and clear direction for the school. She knows all pupils well and takes a detailed interest in their standards of work. The headteacher sets a very good example in all matters, not least, in her teaching of the

Years 4, 5 and 6 class. Standards of pupils' work have been high and all pupils make good progress. There is a very good emphasis on the maintenance and improvement of standards of pupils' work. The headteacher, governing body and staff have successfully recorded the school's priorities in the school's development plan and improvement action plan. The plans are very useful tools that the school uses to judge progress towards its targets. Targets are reviewed regularly.

11. The governing body provides very good support for the management of the school and has ensured that it makes a major contribution to the school development planning process. Many governors work in the school or regularly visit it. The chair of governors has a very clear view of the strengths of the school and what it needs to do next. Governors make checks on what the school does and any matters that arise are discussed thoroughly. A committee of governors, for example, regularly reviews the way the school spends its money. Governors, parents and friends of the school have raised large amounts of money to ensure, for example, that the school building is well maintained and pupils have modern books and equipment to use. There is a strong sense of shared purpose evident between all groups involved in the school. The aims of the school are clearly reflected in its work.
12. Teachers and support staff have a wide range of skills gained from their initial training, teaching experience and from subsequent training courses. The headteacher and governors have successfully appointed a permanent teacher for the Reception and Year 1 class. During a period of staff changes until recently, the headteacher successfully ensured that the quality of pupils' education was maintained. The range and quality of books and equipment for teachers and pupils to use in lessons are good. These factors have had a positive effect on what the school provides. The provision for pupils with special educational needs is effectively managed. The school identifies the small number of pupils with special educational needs early in their school careers. This has allowed the school to develop individual education plans that boost pupils' performances, in many cases up to the standards expected nationally by the time they are seven years old. Many of the targets pupils have are short-term and easily measured. For example, pupils are set the task of learning the sounds of several pairs of letters over a few weeks. Other targets are more general and are less helpful because pupil's progress cannot be easily measured.
13. The school's evaluation of its performance is very good. The school checks its progress rigorously through the school development plan and associated documents. Staff have analysed the quality of pupils' work and watched their colleagues teaching. This process has had a positive effect on teachers' work, particularly where recommendations for improvement have been made in reports to teachers. The local education authority carries out effective monitoring checks on the school, which lead to useful reports about the school's strengths and areas for improvement. There is a comprehensive range of policies and schemes of work. The school checks pupils' progress carefully in all subjects. However, too few checks are made on pupils' reading ages. A pupil's lack of progress might go unnoticed for a significant period. Teachers have looked closely into the comparative achievements of boys and girls. All pupils are included in all the school does.
14. The school recently achieved the Basic Skills Agency 'Quality Mark.' This is an external check on the quality of the school's literacy and numeracy work. The Agency found, for example, that the school has a strategy to improve children's reading, writing and number work. It noted that the school sets targets for improving pupils' basic skills and provides training for staff so that they can teach English and Mathematics better. The school monitors whether they are becoming better at teaching the basic skills.

The school was found to involve parents successfully in helping to improve, for example, pupils' reading. The inspection team confirms these findings.

15. The current school development plan and plans made previously to meet the key issues from the last inspection report are very good working documents. They show that the school is dedicated to maintaining and raising standards further and contain virtually all that the school needs to do to make further progress. The school development plan follows a very good format. Priorities are identified and costs are clearly included. The documents indicate that the school knows its strengths and weaknesses well. The budget under spend is large. The school, correctly, maintains a sum of money for contingencies, such as to offset the effects of any temporary loss of pupils.

The teaching is good and pupils are effectively challenged by the work they receive.

16. The teaching has improved since the last inspection. During this inspection, no unsatisfactory teaching was observed. Consequently, pupils make good and at times very good progress in lessons. The headteacher makes regular checks on the quality of teaching and the good schemes of work and other planning documents all contribute to successful teaching and learning.
17. All teachers have a wide spread of knowledge and skills. They explain ideas clearly, teach pupils important new skills, and often use well-chosen questions to check what pupils have learned. Teachers keep good records of pupils' progress. Staff make other valuable contributions to pupils' learning, for example, by working with small groups of pupils on revision activities or musical instrument tuition. Teachers have high expectations of all pupils' behaviour and attitudes to school. Pupils' capacity to learn is extended effectively and the needs of all pupils are met in lessons. Pupils who join the school during the year soon integrate effectively.
18. The teaching of pupils with special educational needs is good. Pupils make good progress and teachers meet their needs effectively. Pupils make effective progress towards most targets in their individual education plans and most reach the standards expected of them by the end of Year 2. All pupils are well integrated into lessons.
19. There is a purposeful atmosphere in classrooms; most pupils enjoy working hard and receiving praise for what they have done. Teachers plan literacy and numeracy lessons well. Targets for lessons are clearly recorded and the match of work to pupils' capabilities is good. Higher attaining and lower attaining pupils are well challenged in groups. Where the teaching was judged satisfactory in a small number of lessons, pupils tended to lose concentration because the teacher did not vary activities frequently enough or give clear enough instructions. Teachers give many useful spoken responses to children about the successes they have had in their work and about what they need to do to improve. Some written comments in pupils' books are good. They help pupils to improve by outlining what they have done well and some comments challenge pupils to think further about their ideas. The high level of challenge in literacy and numeracy lessons has led to pupils' current standards of work and the very good record in the past. During the inspection, some teachers made limited use of ICT equipment in their rooms.
20. Pupils are particularly effectively managed in Years 4, 5, and 6 and consequently pupils make good progress. The teacher has a very good relationship with her class. Many of her lessons effectively combine reading, writing and the use of number to

explore other subjects in exciting ways. Pupils worked enthusiastically on follow-up work about their recent residential trip. During a literacy lesson, the teacher skilfully made the best use of her time by sharing it equally between all groups. The pupils' task was to understand that different audiences need to read different kinds of information when they pick up a brochure about a residential centre. Pupils successfully identified elements, such as safety information, that might be important for a parent to read. Pupils learnt to change statements into questions by changing the order of words and to add a question mark. They also learned what makes a simple or complex sentence.

21. ICT skills are taught well, particularly to older pupils in Years 4, 5 and 6. In the lesson observed, the teacher revised the names and properties of a wide range of ways of displaying information, such as scattergrams and line graphs. Pupils showed they had learnt this information very well indeed. The lesson was concerned with processing information gained from a mini-census taken during the residential week for the older pupils. Pupils learnt to be critical about the information they had received and they interpreted the graphs accurately.
22. Younger pupils in Years 1, 2 and 3 often show much interest in their work and their powers of concentration are mostly good. All pupils, for example, learn to find out about ideas in science and to work with numbers in mathematics. Pupils in Years 2 and 3 learned that different creatures live in different places. The teacher pulled together pupils' thoughts about the conditions for life by skilfully asking questions and responding to pupils' answers. Pupils showed they had a good knowledge of wildlife in the area. The teacher took the opportunity to reinforce the idea that every creature has the right to life. Pupils learned the definition of the word 'habitat.' Some pupils learnt that foxes would be unlikely to be seen during the day. The teacher was effective in stimulating interest in the subject.
23. The teacher's close attention to young children's individual needs in the pre-reception class is good and children make a good start to their education. Activities are varied and very well planned. The teacher worked effectively with groups, who began to learn to buy and sell things up to 3 pence in value at the shop. Each object was very clearly labelled and children recognised the numbers. The teacher set out the hall for activities, such as painting and making, with great care so that children could rotate between groups easily. All the equipment was ready for use and the afternoon session ran very smoothly.

The curriculum is good and pupils have many opportunities to learn new things.

24. The yearly, termly and weekly planning of the curriculum is good. Teachers use assessments of what pupils know, understand and can do effectively to help them plan lessons in subsequent weeks. Work is matched well to pupils' needs in mixed age classes. Teachers know pupils very well. Parents report that their children feel that the school makes learning fun. A wide range of additional activities is made available to all pupils as they move through the school. Pupils are taught in small well-resourced groups. Teachers are flexible in the way that they teach the literacy and numeracy strategies so that the high interest level of lessons is maintained. For example, important elements of literacy and numeracy were explored through information gained on the recent residential trip and the use of information and communications technology by pupils in Years 4, 5, 6. The pre-reception curriculum is firmly rooted in the 'Areas of Learning'* recommended for young children.

25. Teachers make good use of the guidance for subjects provided for all schools. The school has recognised that the science scheme of work needs further enrichment and it has bought a suitable commercial publication. Pupils in Years 4, 5 and 6 have rich investigative and experimental experiences in science. In Years 1, 2 and 3 these important aspects of science do not receive similar emphasis.
26. The many very good displays demonstrate the quality of work and the breadth of the curriculum. Pupils learn about astronomy, such as the phases of the moon, in Years 4, 5 and 6. Current affairs feature appropriately in this classroom. There is a good display about what the population census is and how the information is used. There is a library area with a good range of modern books to support the curriculum in subjects such as history and geography.
27. In the hall, there is a very good design and technology display. Pupils were challenged to make a pop-up book. Pupils have recorded their evaluations with considerable care. Older pupils have made paintings of many of the Kings and Queens of England and they are well displayed in the main corridor. Pupils have visited many places of interest, such as Beamish, Tropical World, and a Hindu temple in Bradford. Pupils have had a Shakespeare workshop and a visit from a rural arts group. Another very good display in the entrance shows that pupils have tackled another design and technology project with enthusiasm. There are examples of well made balloon or 'jet' powered vehicles which have been tested to see which is the fastest.
28. In the Years 2 and 3 classroom, pupils have learned about healthy eating and the effects of some foods on teeth. Pupils have learnt to write different kinds of poetry and there are interesting stories about 'Monday's Child.' There is a very good display about Whitby. The teacher bought some postcards of Whitby in the nineteenth century, found those places now, and took photographs from exactly the same positions. This has led to work about how places change or change little over time.
29. In the Reception and Year 1 class, there are good displays that support pupils' learning in mathematics, such as block graphs about pupils' eye colours and labelled three-dimensional shapes. There is also a display about musical instruments and the sounds that they make.
30. Pupils in Years 4, 5 and 6 learn conversational French. Pupils have opportunities to say their names, how old they are, where they live and what kind of house they live in. Pupils also explain how many animals they have and what colours they are. The school gives opportunities for around a half of pupils to learn musical instruments. Pupils learn to play, for example, the guitar, keyboard, brass, woodwind and recorder.

*Social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical and creative development.

The school takes good care of all pupils and pupils' personal development is very good.

31. Pupils' personal development is a strength of the school. Pupils' attitudes to school enhance their progress and the standards they attain. Most pupils make the most of what they are offered; they show a keen interest in school life and have a thirst for knowledge. Pupils' behaviour is good and they work well together in and out of classrooms. Pupils respond well to the good teaching. Teachers give clear

instructions and pupils receive many kinds of rewards for their responses. The management of the school places very good emphasis on pupils' personal development.

32. There are many examples of pupils' good responses to school. Reception and Year 1 pupils listened well in a literacy lesson. They all responded with interest to the teacher's questions about a book that they were reading together, called 'The Rainbow Fish.' In most lessons, pupils show good powers of concentration. Pupils are attentive and concentrate well on the teaching, in part because the teaching is interesting and teachers' expectations of pupils are high. The oldest pupils show very good concentration. For example, Years 4, 5 and 6 pupils listened exceptionally well in a lesson about persuasive writing. They settled very quickly to the task and were soon busily writing quietly and confidently. Their response to the lesson ensured that very good learning took place. In Years 2 and 3, during a mathematics lesson, pupils listened well to the teacher's explanation about solving money problems. This response meant that pupils carried out the task correctly and made good progress.
33. The school emphasises pupils' personal development very effectively. Personal, social and health education is a regular part of the curriculum. All pupils have opportunities to attend a residential centre where they meet pupils from other schools from across the country. Pupils, for example, continue to learn about how others live in an informal setting. Pupils receive a broad curriculum that emphasises their spiritual, moral, social and cultural development. The school records and tracks pupils' progress of most kinds effectively. Pupils agree targets they need to achieve each term and lesson targets are displayed clearly on classroom notice boards. No pupil is in any doubt about what is to be achieved during the week.
34. The school has very good links with parents so that, for example, homework is a constructive activity. There is a home school agreement in place and the home-link book encourages parents to communicate with the school about any matter of interest. Within a very small school setting, the same teacher teaches each pupil for two or three years and consequently teachers get to know pupils very well. Sharing assemblies are very successful. Pupils share, for example, their musical, sporting or academic success with the school and rewards are given for good progress, good behaviour or good work. Pupils have helped to create class rules and the playground code of conduct. The school has a good record of working with children who have demonstrated behavioural problems in other schools. Pupils quickly settle at Marton cum Grafton. The school is committed to developing the whole child, which is an important part of its mission statement. There are extra curricular activities such as the choir, Church club, sports clubs and Christmas and summer concert productions.
35. Pupils with special educational needs respond well to the extra support they receive. Marton cum Grafton is a school that includes every pupil in everything it does and there is a family atmosphere where pupils care for one another. Most pupils are keenly aware of how they can get better at their work and contribute more fully to school life. Pupils play co-operatively and sensibly in the playground. They make good use of different parts of the playground and grounds and pupils play a variety of games. They move maturely around the school and have opportunities to collect and deliver things. Pupils carry out these activities reliably.

There are very effective links with parents and they have very positive views of the school's work.

36. The school has very effective links with parents for a number of reasons. Teachers make themselves available at the end of any day for consultations with parents. The governing body has arranged informal 'get to know you' meetings to encourage parents to make themselves known and to give their views and support. Meetings have been held about the Literacy and Numeracy Strategies and other matters, such as a change to the school reading scheme. Guest speakers have talked to parents about helping children with reading at home. The school consulted parents thoroughly about the home-school agreement for homework. The annual parents' meeting of the governing body is well attended, in part because there is an open door policy and the staff are known to parents.
37. The school provides a half-termly newsletter, which gives information about a variety of events, fund-raising activities and about children's work and achievements. Parents are kept well informed about the curriculum that children follow. One of the principal effects of this close relationship is that pupils come to school secure in the knowledge that their parents fully support the school. Furthermore, some parents offer their services as helpers in school, such as to hear pupils read and to assist with swimming. This assistance has a beneficial effect on the standards pupils attain.
38. A high proportion of the parents' questionnaires was returned. Parents hold very positive views about the school and they are very pleased with what the school offers. At the parents' meeting, those who attended confirmed parents' very positive views. Parents feel that the Literacy and Numeracy Strategies have been successfully implemented by the school and feel that their children make good progress. Parents report that their children bring home ideas from school and practice them, such as counting activities. There is good evidence that pupils enjoy their education and do not wish to miss a single day.
39. Parents report that pupils are praised and are not negatively criticised. This constructive approach to relationships is very good and has created an atmosphere of mutual respect, particularly amongst the older pupils.

WHAT COULD BE IMPROVED

40. The inspection team identified no major areas for development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

41. The minor areas for development referred to in the report should be included in the current year's school development plan.
 - Improve the tidiness of pupils' work in Years 4, 5 and 6. (Paragraph 4)
 - Test young children's basic skills when they enter the pre reception class so that the school can monitor children's progress more accurately. (Paragraph 6)
 - Ensure that pupils' individual education plans contain short-term targets that can be easily measured. (Paragraph 12)
 - Formally test pupils' reading each term. (Paragraph 13)
 - Ensure that every opportunity is taken to use the available computers during lessons. (Paragraph 19)

- Increase the amount of investigative and experimental work in science for pupils up to Year 4. (Paragraph 25)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

15

Number of discussions with staff, governors, other adults and pupils

7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	23	54	15	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

63

Number of full-time pupils known to be eligible for free school meals	3
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	4
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	3.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	5	5	10

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	4	4	8

Both Year 2 and Year 6 were very small last year. Pupils' results have been omitted so that no pupil may be identified.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0

Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	100
Other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	19.7
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	15

Financial information

Financial year	1999 / 2000
	£
Total income	130779
Total expenditure	130144
Expenditure per pupil	2100
Balance brought forward from previous year	24709
Balance carried forward to next year	25344

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	63
Number of questionnaires returned	42

Percentage of responses in each category

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	36	2	0	0
My child is making good progress in school.	52	48	0	0	0
Behaviour in the school is good.	52	38	0	0	10

My child gets the right amount of work to do at home.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

45	43	2	0	10
55	43	0	0	2
33	62	0	2	3
67	31	0	0	2
50	36	0	0	14
43	48	2	0	7
62	31	0	0	7
50	40	0	0	10
29	40	12	0	19

Other issues raised by parents

Parents are very content with what the school offers and no significant issues were raised at the meeting for parents.