

INSPECTION REPORT

**CRAKEHALL CHURCH OF ENGLAND
(CONTROLLED) PRIMARY SCHOOL**

Crakehall, Bedale

LEA area: North Yorkshire

Unique reference number: 121483

Headteacher: Mr M. Allison

Reporting inspector: C. D. Loizou
18645

Dates of inspection: 18 – 20 June 2001

Inspection number: 194141

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Church of England Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Name of chair of governors:	Mr D. Smith
Date of previous inspection:	14 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18645	C. D. Loizou	Registered inspector	Foundation Stage curriculum Special educational needs Art and design Music Physical education	How high are standards? How well are pupils taught? How well is the school led and managed?
9511	E. A. Longfield	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
19041	R. Harvey Linstead	Team inspector	English Information and communication technology Geography History Religious education	How good are the curricular and other opportunities offered to pupils?
1407	P. J. Scott	Team inspector	Equal opportunities Mathematics Science Design and technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a Church of England Voluntary Controlled infant and junior school. There are 87 pupils on roll between the ages of 4 and 11 years. This is smaller in size than the average primary school. The school was last inspected in 1997 and since then the size and nature of the school have not changed but all the staff, including the headteacher, were appointed after the last inspection. The percentage of pupils eligible for free school meals is less than four per cent, which is well below the national average. There are 15 pupils on the school's special educational needs register (17 per cent), which is broadly average, and no pupils have statements of special educational need. There are no pupils in the school learning English as an additional language and none are from minority ethnic communities. The school admits full-time children under five into its Reception year every September. At the time of the inspection all the children were five years of age and have recently been re-located into a new purpose-built classroom for children in the Foundation Stage. The children are taught in this class together with Year 1 pupils. The attainment of children when they first start school is above the standards expected of children of this age.

HOW GOOD THE SCHOOL IS

This is a good school with some very good features. The pupils achieve well and the teaching is good with a significant proportion that is very good. Standards are rising in line with national trends. The headteacher, staff and governors have worked hard to improve the school since the last inspection, particularly in improving the way the curriculum is planned to match the needs of all the pupils. As a result, standards are currently high in English, mathematics and science. The school is well led and managed and is providing good value for money.

What the school does well

- Standards in English, mathematics and science are high by the end of Key Stage 2.
- The pupils' personal development, their attitudes to learning and attendance are very good.
- The teaching is good, resulting in improving standards and good achievement over time.
- The curriculum is broad, balanced and relevant for all pupils. Very good provision is made for the pupils' moral and social development.
- Regular assessments of how well pupils are doing help teachers to track progress effectively.
- The headteacher, senior teacher and governors manage the school well.

What could be improved

- The presentation and handwriting of pupils' recorded work in some subjects.
- The school's accommodation, to provide suitably sized teaching areas and facilities to enable the full physical education curriculum to be taught to all pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in April 1997. The headteacher, staff and governors have addressed most of the issues raised, particularly in improving the quality of teaching and learning as well as improving the way the curriculum is planned. As a result, the pupils achieve well and standards are rising in line with national trends. There are good procedures in place to monitor how well the pupils are doing. Consequently, the work provided for the pupils is now well matched to their capabilities and the teaching is more effective than at the time of the last inspection. The headteacher and governors have undertaken some major building and refurbishment programmes to improve facilities in response to some accommodation issues raised in the last inspection.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A*	A	A*
Mathematics	B	A*	D	C
Science	B	A	C	B

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In the Reception class, the children make good progress in all areas of learning. By the time they start Year 1, the children have reached the standards expected for their age and in communication, language and literacy, mathematics, and in their personal and social development they have exceeded the expected standards. They have also achieved higher than expected standards in the scientific element of their knowledge and understanding of the world. The standards achieved by the majority of 7-year-olds in the National Curriculum tests last year were well above average in reading, writing and mathematics. Science standards were just below the national average because too few scored the higher level (Level 3). Compared with similar schools the pupils performed very well in reading and mathematics achieving well above average standards. Writing standards were above average but science standards were below average. Inspection evidence shows that standards for the current Year 2 pupils are above those expected for their age in speaking, listening, reading, writing, mathematics and science.

Standards for 11-year-olds in last year's tests indicate that the pupils improved very well in English since the last time they took national tests four years ago at age 7. In science, the pupils made good improvement and in mathematics they made satisfactory progress. Compared with all schools, English standards were well above the national average. Science results were average but mathematics standards were below average because too few pupils achieved the higher than expected level (Level 5). In some years there are too few pupils taking the tests and variations in numbers means that comparisons between years are unreliable, for example, records show that some higher attaining pupils left the school before the end of the year which affected the test results significantly. However, indications are that the school reaches the targets it sets for its pupils which have been agreed with the local authority. Currently, by the time pupils finish school, standards are well above average in English, mathematics and science. In other subjects, the pupils achieve the expected standards for their age, except in art and design, design and technology, geography and information and communication technology where standards are higher than expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils work hard and are interested in their work.
Behaviour, in and out of classrooms	Good. The pupils respect the views of others. They behave well in class and at other times. They are polite and courteous to visitors.
Personal development and relationships	Very good. The pupils show initiative and are willing to help around school. Very good relationships exist throughout the school.
Attendance	Very good. There is no unauthorised absence.

The pupils are attentive and well behaved in lessons and at break-times but a small group of Year 4 pupils exhibited unacceptable behaviour during the inspection. The staff support and guide the pupils well. There are warm and positive relationships between pupils and staff. The pupils enjoy coming to school and this is reflected in the very good attendance rates. They respect and help each other in lessons and at other times. The school provides well for its pupils in a supportive working environment where everyone is valued.

TEACHING AND LEARNING

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

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

The teaching is good overall and ranges between satisfactory to excellent. Good lessons were seen in all classes. Consequently, standards are improving and the work being planned for the pupils is well matched to their needs and abilities. In all of the lessons seen, the teaching was at least satisfactory and most was good. Fifty-two per cent of the lessons seen were of good quality and twenty-three per cent were judged to be very good or excellent. The teaching is having a positive impact on pupils' learning in all subjects, except that there is inconsistency in the expectation that pupils will present their recorded or written work to the highest possible standards. The teaching of children in the Foundation Stage is good with many very good features. This is providing firm foundations for the children as they prepare for the early stages of the National Curriculum. The teaching of literacy and numeracy is good and this has had an impact on the high standards achieved in these areas. Teachers regularly assess how well the pupils are doing and this aids teachers' planning. Pupils with special educational needs receive effective support and as a result make good progress. Throughout the school the pupils are making good gains in their reading, writing and mathematical skills because of the good teaching. More able pupils make very good progress when the teaching is very good but younger pupils in Key Stage 2 sometimes make less progress when the teaching is not sufficiently demanding or expectations set for the behaviour of some pupils are not high enough. There is a direct link between the most effective teaching and the achievement of all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. Activities are practical, interesting and relevant to the pupils. Topics provide good links across subjects.
Provision for pupils with special educational needs	Good. The pupils are monitored closely. They are provided with effective support in lessons and at other times.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good overall. Provision for spiritual and cultural development is good, and it is very good for the pupils' moral and social development. There are good opportunities for the pupils to reflect on their experiences and share their ideas and feelings with others.
How well the school cares for its pupils	There are good monitoring procedures in place to measure how well the pupils are doing. There are satisfactory health and safety procedures.

The provision for children under five in the Reception year is good because the curriculum for the Foundation Stage is very well planned. In the rest of the school the curriculum has improved since the last inspection because it provides relevant tasks that are well matched to the abilities of the pupils. There are good assessments made of the pupils' progress in English, mathematics and science and these are being systematically extended to other subjects. The school has established a

good partnership with parents, keeping them well informed about the curriculum and school activities. There is a good range of extra-curricular activities which include sporting activities and music. The school identifies and assesses pupils with special educational needs early and this provides effective support for these pupils in lessons.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior teacher provide good and effective leadership. All the staff work as a team and manage the curriculum well, ensuring that pupils are monitored and supported.
How well the governors fulfil their responsibilities	The governors provide good support. They are knowledgeable and hardworking, fulfilling their responsibilities well.
The school's evaluation of its performance	There are satisfactory monitoring procedures in place which help the headteacher, staff and governors to evaluate the school and plan for further improvement.
The strategic use of resources	Good use is made of the school's budget. Resources are used efficiently and are well maintained. Some teaching areas are too small.

The leadership provided by the headteacher is clear and purposeful. He works very hard to balance his large teaching commitment with management duties. The staff and governors have the determination and capability to improve the school further. There are satisfactory and improving procedures that enable the headteacher and governors to monitor teaching and learning. There is an effective improvement plan that clearly sets out the school's priorities for further development. Consequently, standards are rising in line with the national trend. Although the governors have improved the accommodation of the school with the additional classroom, some areas of the school are too small and cramped for effective learning. This includes the school hall which is unsuitable for the provision of a full programme of indoor physical education. There are adequate staffing and learning resources. The governors and headteacher apply the principles of best value well when setting priorities for purchasing resources and appointing staff.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • Behaviour in the school is good. • The teaching is good. • The school expects their children to work hard and do their best. 	<ul style="list-style-type: none"> • The information about their children's academic progress. • The range of extra-curricular activities provided outside lessons.

The inspection findings support all of the parents' positive views of the school. Inspectors have judged that the quality of written information for parents about their children's progress is good. The overall quality of links with parents is good. Given the size and nature of the school, there is a good range of extra-curricular activities provided.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the children first start school, their level of attainment on entry is above the standards expected of children under five nationally. The school's initial assessment of the children on entry measures their language and mathematical ability as well as their personal and social development. In the Reception class the children make good progress in their personal and social development, their knowledge and understanding of the world and in their physical and creative development. They make very good progress in their development of language, communication, literacy and mathematical development. By the time they start Year 1, the children have reached the standards expected in all areas of learning, and they exceed them in personal and social development, speaking, listening, reading, and mathematical development where standards are above those expected.
2. The standards achieved by the majority of 7-year-olds in last year's National Curriculum tests were well above the national average in reading, writing and mathematics. Teachers' assessments in science were below the national average last year because too many pupils only just reached the expected level for their age and not enough exceeded this standard in line with the national trend. Compared with schools in similar social contexts, the pupils performed very well in reading and mathematics because results were well above average. In writing, standards were above average compared with similar schools. Reading and mathematics standards are high because these subjects are given high priority and are well taught. There is no significant difference between the attainment of boys and girls.
3. Standards for 11-year-olds in last year's tests indicate that the pupils made excellent progress in English since the time they were tested at 7 years of age four years ago. In science, they made good progress and in mathematics the pupils made satisfactory progress. Results show that standards in English were well above the national average. In science, standards were average but in mathematics they were below average because too few pupils achieved the higher level (Level 5). Results over the last four years indicate that the school is achieving standards that are rising in line with national trends. Compared with the previous year results were disappointing (because the small number of pupils taking the tests each year has a significant effect on the overall results if a few pupils fail to achieve the higher than expected level of attainment, Level 5, or when pupils leave the school). In some years the number of pupils taking the tests is much smaller compared with other years and any interpretation of tests results when making comparisons is unreliable. There is no significant difference between the attainment of boys and girls.
4. In the infants, inspection evidence indicates that English, mathematics and science standards are currently above those expected of 7-year-olds. Reading standards are high and the pupils are developing a good range of writing skills but more needs to be done to improve the consistency of recorded work and to develop a whole-school policy towards handwriting which will have a greater impact on the standards of presentation in workbooks. The pupils have a very good understanding of number facts, and utilise different strategies to help them calculate problems mentally and orally. They have a broad and appropriate knowledge of scientific facts which they can apply to simple experiments and investigations.

5. Junior pupils continue to make good progress in English, mathematics and science, achieving standards that are well above average for their age. The school's good assessment procedures are used to help teachers identify those pupils who have the potential to achieve high standards. Consequently, higher attaining pupils are provided with challenging extension work in most lessons that ensure they achieve the standards of which they are capable. Other pupils, including those with special educational needs, make good progress in both key stages. In English, junior pupils read widely and can use their very good reading skills to scan different types of texts. They can write creative and imaginative pieces of writing and show that they can write factual accounts as well as use reference books and computers to search for information. The presentation of handwriting varies across the key stage, reflecting the inconsistent expectations set by teachers when pupils record their work in different subjects. The high standards achieved by the end of Key Stage 2 in English, mathematics and science are a direct result of the good, high quality teaching. The pupils respond very well to the challenging tasks they are set resulting in them achieving standards that are well above those expected for their age.
6. Standards in information and communication technology (ICT) are above those expected nationally by the age of 7 and 11. The pupils make good progress in ICT because the teaching is good and all strands of the ICT curriculum provide good opportunities for the pupils to use new technology. There has been good improvement since the last inspection because new resources have kept up with the demands of new technology, for example, electronic mailing and the Internet. Very good resources have been purchased to support control technology enabling the pupils to investigate logic switches and control how electric circuits will react by programming different commands and routines in the computer. Teachers are developing and improving the pupils' knowledge and, as a result, the pupils have good access to computers, digital cameras, tape recorders and robotic devices which enable them to make good progress.
7. The pupils make satisfactory progress in religious education and achieve the standards that are expected by the age of 11 years as set out in the locally agreed syllabus. Standards have been maintained since the last inspection and the curriculum is planned to provide a broad range of topics and subjects which covers some of the world's major faiths and religions.
8. The pupils make good progress in art and design, design and technology and geography. Standards in these subjects are above age-related expectations by the time the pupils leave the school. The pupils make satisfactory progress in history, enabling them to achieve standards in line with those expected for their age. They make good progress in music because music plays an important part in the school's curriculum and assemblies, and good use is made of peripatetic music staff. The standard of singing is good. The pupils make good progress in some aspects of physical education because the subject is well managed and well taught across the school, but the lack of hall space limits the range of work the school is able to provide for all pupils. Standards are in line with those expected for pupils' ages at the end of both key stages in physical education, but swimming standards are very high.
9. Pupils with special educational needs throughout the school make good gains in their learning. The school supports and encourages these pupils well in their work and, taking into account their prior attainment, they achieve well. Pupils have good support in lessons, support groups and in individual work. The pupils are fully included in the

life and work of the school and they make good progress in their learning because the school has ensured that the principles of educational inclusion apply. Able pupils are identified and satisfactory provision is made for them.

Pupils' attitudes, values and personal development

10. The pupils' very good attitudes to learning, their very good relationships with others and their good behaviour are strengths of the school. They usually display positive attitudes towards their work and school. They are eager to come to school, show interest in their work and are capable of sustained concentration.
11. Parents who returned the pre-inspection questionnaire agreed that children like school and inspection evidence supports this. The pupils are willing to learn and are interested in the activities provided for them. They try hard and express pleasure when praised by teachers and support staff. They get on quickly with tasks and concentrate well. The enthusiasm of the Reception class during the weekly 'Wellie Walk' during their 'Bear Hunt' in the local park is evidence of the enthusiasm that all pupils have for the activities provided by the school.
12. There are very good relationships throughout the school. The pupils interact very well with each other, with teachers and other adults. They are polite and courteous and talk readily to visitors. However, a small group of boys in Year 4 do exhibit some challenging and sometimes unacceptable behaviour. These incidents are dealt with appropriately by the headteacher and staff. There have been no exclusions in the school. The staff are excellent role models. The absence of litter, tidy cloakrooms and well-maintained resources are evidence that the pupils are proud of their school and care for property and resources.
13. The pupils' personal development is very good. They develop self-confidence and are willing to accept responsibility, carrying out duties in lessons and at other times. The Year 6 pupils take the opportunities given to them to show initiative and responsibility seriously.
14. Attendance rates are very good because they have been consistently well above the national average. There is no unauthorised absence. The pupils are punctual and registration is completed quickly and efficiently before morning and afternoon sessions.

HOW WELL ARE PUPILS TAUGHT?

15. The teaching is good overall with a significant amount of very good teaching. Good lessons were seen in all classes and in all subjects. Consequently, standards are improving in line with the national trend and the work being planned for the pupils is practical and interesting. The teaching of reading is a particular strength, resulting in high reading standards across the school. The teaching of information and communication technology is also a strength resulting in very good achievement by the time the pupils leave the school. In all of the lessons seen, the teaching was at least satisfactory and the large majority was found to be good. Fifty-two per cent of the lessons seen were of good quality, nineteen per cent were judged to be very good and four per cent excellent. This standard of teaching is having a positive impact on pupils' learning and their achievement over time.

16. The teaching observed in the Reception class is always good or very good. The teacher and learning assistant have a very good understanding of how young children learn and provide a good balance of structured lessons as well as self-chosen and directed practical activities for the children. The staff work well as a team, ensuring that work is well planned with clearly defined areas of responsibility for each adult when focusing on individuals or groups of children. The teaching is particularly effective in improving the children's speaking, listening, reading and numeracy skills as well as their personal, social and emotional development. The children make good progress in all areas of learning. The children are provided with good opportunities to read and write with many children learning to spell simple words, recognising word shapes and letter sounds. They develop a very good range of numeracy skills, enabling them to learn new number facts quickly as well as improving the knowledge of shape and measures. The teaching is well organised to meet the needs of pupils in the Foundation Stage as well as those in Year 1. The decision to deploy the learning assistant for part of the time in other parts of the school has meant that the teacher in the Year 1 and Reception class has to work very hard to keep all the pupils on task during free-choice and activity times.
17. The teaching in the Infant years is good and one in five lessons is of high quality. As a result the current cohort of Year 2 pupils are achieving high standards in reading, writing, mathematics and science. In the junior classes, the teaching continues to be good overall, ranging from satisfactory to excellent. Half of the lessons seen were judged to be satisfactory, and half were good or better with one in six lessons judged to be of high quality. Throughout the school, literacy and numeracy lessons are well taught with good strategies used to provide work which is closely matched to the abilities of all pupils, including those with special educational needs. However, the teaching of handwriting across the school is inconsistent and the expectations set by teachers for the presentation of recorded work varies. The school's accommodation has an impact on learning because older pupils in Years 5 and 6 are taught in a very small classroom which is divided by a staircase and this makes it difficult for the pupils to move around the room and have access to resources. The teachers use their own initiative to alleviate the problem and some lessons are taught in the hall, for example, when the pupils use the network of computers. Year 2 pupils are taught in a very large class given that the number of pupils is small and the Year 3 and 4 pupils are taught in a very large room which has a positive impact on their learning. However, some boys in Year 4 affect the learning of others when they exhibit some unacceptable behaviour. The teachers who share the class maintain good control but have to work very hard and pay close attention to these boys who, at times, require an unacceptable amount of attention because of some immature attitudes to learning. The rest of the class are very well behaved and attentive at all times.
18. One in four lessons was judged to be satisfactory because expectations varied in different stages of the lessons. The most significant difference between satisfactory and good teaching throughout the school is the pace and delivery of the introductions at the beginning and the plenary sessions at the end of the lesson. In the satisfactory lessons, which were more common in the lower junior class, teachers sometimes labour a point or re-visit areas which are familiar to the pupils, resulting in less time for pupils to engage in writing activities. The final summing up of satisfactory lessons is sometimes too brief, leaving little scope for pupils to consolidate what they have learned. The most effective teaching brings together three distinct parts of the lesson, from the introduction to the plenary with well thought-out activities that challenge the pupils at all times.

19. In the lessons seen, there was good structure so that time was provided for the pupils to ask questions and explain their methods, as for example, in mathematics when calculating number problems mentally and orally. In literacy lessons, during individual and group work in the main part of the lesson, the teachers are clear about the support they are going to provide, ensuring that the planning each week enables the teacher to focus on particular groups of pupils. Most of the literacy lessons seen had a specific reading focus with some good writing activities planned. However, the same rigour applied to the quality of pupils' reading and oral work is not always evident when pupils are engaged in writing activities. Consequently, the standard of handwriting varies across the school and across subjects. Expectations for the presentation of recorded work are inconsistent and are not reflected clearly in the school's teaching and learning policy. It is not always made clear to the pupils how their work is to be set out. In the most effective and high quality lessons, the teachers are alert to any lapses in pupils' writing and ensure that the pupils present their work to the highest standard.
20. The teachers use good assessment procedures to monitor the pupils' progress in English, mathematics and science and these are being developed further to include other subjects. Work is marked up to date and in some classes the marking is of a very high standard because it is clear what the pupils have to do to improve further. In the very good lessons seen, teachers are much more alert to the pace of pupils' learning, ensuring that there is sufficient time for the pupils to record their work, and teachers circulate to ensure that the work is marked and the pupils remain on task. Good use is made of homework in Key Stage 1 to extend pupils' thinking and provides additional work for pupils to study at home. In Key Stage 2 there is some inconsistency in the amount of homework provided and its regularity, but overall, it is satisfactory.
21. The teaching of pupils with special educational needs is consistently good. As a result the pupils achieve well and make good progress. Good assessment procedures accurately place pupils at appropriate learning stages and this enables teachers to build on the pupils' prior learning and understanding. Targets in pupils' individual education plans are accurate and measurable and these provide a focus for the work that is provided in lessons. Effective and planned support from classroom assistants enables teachers to engage all the pupils in planned class discussions and investigative work. As a result the pupils with special educational needs gain in confidence and are able to make good progress towards their learning targets.

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

22. The quality of the curriculum has improved since the last inspection and is now good. Teachers follow the latest national and local education authority guidance for most subjects. The school also makes good use of the national literacy and numeracy strategies. This is one reason why standards in English and mathematics are now well above the national average by the end of the juniors.
23. The school gives all pupils a good range of interesting and enjoyable learning activities both in and out of school. These meet all the latest statutory requirements. This is an improvement since the last inspection when some pupils did "not receive their entitlement to all elements of the National Curriculum programmes of study". The curriculum also clearly reflects the school's aims to provide rich educational

experiences as well as clear and challenging learning targets. The school provides good opportunities for pupils' education in art and design.

24. The children in the Foundation Stage receive a good education. This prepares them very well for the early stages of the National Curriculum. The teacher's planning and regular assessments of the children's progress enable them to achieve the early learning goals in all areas of learning for children of this age.
25. Good quality planning ensures breadth in learning and a firm connection with pupils' interests and experiences. The school also ensures that the right amount of time is given to each subject. The timetable gives well-balanced coverage of all subjects of the new National Curriculum and religious education. Pupils receive health and sex education, and gain awareness appropriate to their ages of the dangers of drugs through their science lessons. All the junior pupils have weekly swimming lessons at a local baths for three half terms a year.
26. Provision for pupils with special educational needs is good. Pupils who have special educational needs are identified as early as possible and appropriate steps are taken to assess their needs, write individual education plans and provide support. These plans are reviewed regularly and provide the necessary detail to enable teachers to plan relevant learning experiences. Emphasis is given to improving pupils' literacy and numeracy skills. Pupils with special educational needs have equality of access to the planned curriculum and the range of extra-curricular activities provided by the school.
27. Good planning also ensures that all pupils meet each new step of learning at the right time with tasks that stretch all abilities. For example, all lessons now follow through clear aims. This is an improvement since the last inspection. Pupils know what they are to learn and why, and as a result, concentration improves and is good in nearly all lessons.
28. Teachers also link subjects effectively so that they make more sense to pupils. For example, history work on Egypt in Years 3 and 4 includes reading, imaginative writing, art, geography and religious education work. As a result, pupils improve their creativity, use of imagination, organisation and expression in writing as well as their understanding of the past. Teachers also often plan carefully the sets of new words for pupils to understand in each lesson. In this way they learn effectively the key ideas within each subject. Pupils often use drawing and illustration well to record new learning in science, design and technology, geography and history. They also apply and develop number and measuring skills effectively in science, design and technology and music. Good reading, writing and computer skills support most pupils' independence in researching, ordering and recording new learning in most subjects, particularly in the junior classes.
29. All pupils have equal access to the curriculum and are provided with opportunities to learn and make progress. There are no significant differences between the attainment and progress made by groups of pupils including those with special educational needs, those of different attainment, and girls and boys. However in the Year 3 and 4 class, a relatively large number of pupils means that, overall, they have less access to the teacher's time than do pupils in smaller classes even with the support provided by a classroom assistant. Within the classrooms, teachers place a strong emphasis on equality of access and opportunity. Their use of resources, language and questioning provide all pupils with equality of access. The school

monitors pupils' achievement in the core subjects to ensure fairness of treatment. This is reflected in the annual reports to parents and in the quality of Individual Education Plans for the few pupils who are at or above Stage 2 on the school's register of special educational needs. The school deploys additional classroom support across the school and this is of good quality. This has a particularly positive impact on learning in the Foundation Stage when the youngest children are engaged in free-choice and independent activities. However, the additional support provided for these children is part-time so that the impact of this is diminished when the children are working without support. Social inclusion for all pupils is a strength of the school. All staff make strenuous efforts to include pupils of all abilities into every activity. There is no specific policy for educational inclusion but every pupil has access to the full programme of activities provided by the school.

30. There are good arrangements to support pupils' personal education, to improve their social skills and their understanding of citizenship. Weekly class conversations address personal and social issues appropriate to pupils' ages. Pupils value such opportunities to speak, to be heard and, at times, just to listen. These sessions also reflect the school's success in developing pupils' self-confidence and social skills. For example, pupils in Years 3 and 4 spoke in turn to the class to say what was making them either sad or happy. By the end of the lesson, they were speaking more confidently and had gained better understanding of each other's feelings. Social maturity and understanding of citizenship are also "caught rather than taught" through the closeness of the whole school community. Pupils are used to being together, working together and supporting each other. The residential visit to Marrick Priory for pupils in Years 5 and 6 also makes a good contribution to their social and personal development.
31. The school has a very good ethos in which care, concern, happiness and friendliness figure prominently. The school's climate provides a very good atmosphere for effective learning. The school's aims stress the commitment to all aspects of an individual pupil's development including spiritual, moral, social and cultural development. The school's stated aims are fully met.
32. The provision for spiritual development is good. Throughout the school, pupils communicate their beliefs through their good behaviour and very good attitudes towards learning. Daily collective worship is the focus for the pupils' spiritual development. Assemblies provide a daily interlude when pupils are able to reflect in peace and calm about their beliefs and those of others. Appropriate music and Christian symbols greet the pupils as they enter assembly which can be taken by a range of people from the local community. The village reverend is a regular contributor. Stimulating and interesting stories are told to engage the pupils in contemplation, imagination and inspiration and to prompt them to ask questions about the meaning of their lives and the lives of other people and living things. Hymn singing is a highlight in each assembly. Pupils participate with genuine enthusiasm. They sing fully and enjoy the event, especially when the hymn involves subtle repetition or when a competitive roundelay is sung. The well-developed skills in listening and speaking which the pupils have are put to good use when they spontaneously and respectfully ask speakers questions to seek information or clarify issues to help develop their understanding or beliefs. The school's links with the nearby church are strong. Year 6 have contact with the parish priest every year. A visit to the village church to view the stained glass windows and interpret the symbolic meanings provided a rich experience of spiritual awareness in the middle ages and

an understanding of the beliefs of Christian villagers in times gone by. The written work and art display showed that the pupils had gained much from the insight.

33. The provision for pupils' moral development is very good. Assemblies provide strong moral messages. Pupils learn early the difference between right and wrong. They know how their actions affect others and they show care and concern when other people treat human beings or animals badly. They understand and show respect for the beliefs of others and show sincerity and maturity when discussing differences between customs in other religions and their own. Honesty and truthfulness are well developed. For example, a Year 2 girl, who nearly met a personal target set the week before, refused a success sticker because she judged that she had not achieved the task and did not deserve the commendation. The teachers work hard to set high standards of behaviour. They set good examples to the pupils who reciprocate by being respectful, mature and friendly.
34. The provision for pupils' social development is very good. Relationships between pupils and teachers and amongst pupils are very good. Pupils clap other pupils spontaneously when successes are achieved and they listen attentively when their peers express personal opinions in a weekly class "circle time". Pupils freely explore their feelings and views, which they express openly and honestly. A wide range of extra-curricular activities, which includes residential experience at some time whilst at the school, further serve to support pupils' personal and social development. Lunchtimes are happy occasions. Lunchtime supervisors work hard to create a social atmosphere in which pupils talk sensibly with other pupils and with visitors.
35. The provision for pupils' cultural development is good. There are opportunities for pupils to widen their knowledge and skills to further their expanding interests. Art and music are particularly strong areas of the curriculum and the display in the school is a rich source of examples of pupils' work imitating the work of artists from a wide background and some are relatively unknown. Other religions, for example Buddhism, Judaism and Islam are studied and these are enriched using high quality videos and artefacts to help pupils understand the festivals and religious meanings in these religions.
36. The school makes good arrangements to enrich pupils' learning and to improve their progress through many extra activities. These include after-school groups for tennis, rounders and gymnastics, a choir and a recorder group for infants and juniors, concerts and drama productions each year for both infants and juniors, lessons on string, brass, wind and keyboard instruments, and guitar for a high proportion of pupils.
37. Nearly all pupils take up some of these opportunities during their time at the school. Local excursions and investigations continue to make an important contribution to pupils' first-hand discoveries about the environment, geography and history through fieldwork in and around Crakehall village. Each class participates in educational trips each year to places of special interest such as Hawes, York and Eden Camp.
38. Good links with the local secondary school to which most pupils transfer avoid a break in the education of the Year 6 pupils. Visits of both staff and pupils to and from local secondary schools help to give pupils a confident start to the next stage of their education. The school also maintains close links with a number of local schools to support pupils' cultural and physical education.

39. The school gets strong support from the village to support pupils' learning. The after-school tennis coaching takes place on a private court, for example. The Parish Council makes the green available for a number of physical education activities, partly compensating for the school's chronic lack of space. Close relationships with the local church also improve the quality of pupils' education. The vicar strengthens community links through regular visits to talk to staff and pupils and to lead assemblies. The school uses the church frequently for festivals, assemblies, concerts and productions. Parents and grandparents regularly come into lessons and make valuable contributions to pupils' learning, particularly in art and history.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. There are satisfactory procedures in place for child protection and promoting the pupils' well being, health and safety. The headteacher takes the lead in setting the ethos of the school. This is supported and valued by parents.
41. The standard of care provided by the teaching and support staff is good. The school has a suitable policy for child protection and all the staff are aware of their responsibilities and are kept up to date with issues related to welfare, care and child protection. There are satisfactory health and safety procedures in place with appropriate risk assessment made by the headteacher, staff and governors. Fire drills are carried out regularly. Teachers are conscientious in their supervision of pupils. There are good arrangements for administering first aid and dealing with accidents or sickness. Effective use is made of visits from fire officers and the police in conjunction with issues related to "stranger danger".
42. The school expects and receives good standards of behaviour, and procedures for monitoring and promoting good behaviour are satisfactory. The pupils move around the buildings in an orderly manner, they are polite and courteous. The tidy classrooms and well-maintained school grounds with no litter demonstrate the high respect the pupils have for the school. They value the weekly "Yellow Ribbon" awards, presented for effort, achievement and good behaviour. Procedures for monitoring and supporting pupils' academic progress are good. In the Foundation Stage pupils are assessed on entry to the school and there are continuous assessments made throughout the year. At Key Stage 1 and Key Stage 2 there are also procedures to assess work in the core subjects. These are particularly effective in mathematics and English and in these subjects targets are set termly for individual pupils. These targets are discussed by pupils and teachers and are shared with parents. The analysis of the results of national and other tests is used to identify strengths and weaknesses in the teaching of English, mathematics and science.
43. Procedures to monitor the pupils' attendance are satisfactory. Teachers keep registers up to date and monitor patterns of absence, following up any queries with the secretary or headteacher if required. There are very good relationships between the pupils, teachers and other adults in the school because everyone is cared for and valued in a thriving and stimulating learning environment. There are good procedures in place to monitor and track how well the pupils are doing in different subjects. Good procedures are also used to support and guide pupils to raise their achievement. These are both informal, when the staff often discuss and share information about the pupils' work and formal, when information is kept about the results of ongoing assessments and is used to track the pupils' progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school has established a good partnership with parents. Ninety-three per cent of the parents who responded to the pre-inspection questionnaire agree that their children enjoy coming to school. A small, but significant, percentage of parents feel that they are not kept well informed about their children's progress. A good number of parents and friends of the school regularly help in school, escort pupils to swimming and accompany staff and pupils on educational visits.
45. Inspection evidence indicates that the quality of information that parents receive about the school is good. The prospectus presents key information in a straightforward manner. Parents are kept up to date with school events through regular newsletters and correspondence. The pupils' annual reports give a clear picture of their achievements and areas for improvement. There are three parental consultation evenings a year and these are very well attended.
46. The parents support their children's learning at home by supervising any homework set for them and listening to them read. The home-school reading diaries provide a good two-way communication between home and school. The large majority of parents have signed the home-school agreement. The very active parents' association organises a good range of social and fund raising events.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher provides good and effective leadership. He and the senior teacher lead by their good example in the classroom. The management of the school is clearly focusing on raising standards and developing all the staff so that they are more effective. Appointments to the teaching staff since the last inspection have strengthened the teaching and at the same time increased the capacity for the school to improve further. The headteacher works very hard, balancing his large teaching commitment skilfully with his management duties. He works closely with the staff and, as a team, they review policies and practice together as part of the school's improvement plan. The management and development plan clearly sets out the school's priorities which have rightly focused on the implementation of the National Numeracy and Literacy Strategies as well as on improvements to the National Curriculum in line with the most recent changes. Consequently, teachers' planning is effective and there are good assessments made of how well the pupils are doing. This provides the headteacher with important data which he evaluates by keeping thorough records on computer files. These evaluations are accurate and provide the staff with a clear picture of the pupils' achievements.
48. The governors are knowledgeable and experienced and very committed to the needs of the school and its pupils. They are involved in the work of the school and are often invited to help or contribute to lessons, assemblies or educational visits. Monitoring procedures are satisfactory and informal with some arrangements in place to provide opportunities for governors to see lessons. This provides governors with an insight into the work being done and the progress the pupils are making. Each governor is linked to a curriculum area, although the curriculum committee has only just been established so that procedures are becoming formalised to address the changes to the school's curriculum and review policies.
49. The special educational needs co-ordinator has some time allocated for the management of the pupils' records and individual education plans. Spending on special educational needs (SEN) is appropriate given the size of the school and the

number of pupils on the SEN register. Given the small number of staff, subject leaders have good plans in place to support staff in their respective subjects and areas of responsibility. Resources are well managed and the co-ordinators check teachers' planning to ensure that there is appropriate work being done. The staff also take responsibility for tracking pupils' progress using the headteacher's detailed analyses of test results.

50. The governors have improved the school's accommodation with the addition of a new classroom for the youngest pupils in the school. Some classrooms are spacious, clean and comfortable, offering a bright, stimulating environment that greatly aids teaching and learning. However, the Year 5 and 6 classroom is too cramped and limits the movement of pupils when engaged in practical lessons. The school hall, although well used, is too small for indoor physical education. Even when the school assembles in the morning, conditions are very cramped. Computer resources have been improved to keep pace with the demands of new technology and these are used well to improve the pupils' access to computers and other technology. Good use is made of outside play areas including hard areas and the village green for ball games.
51. Staffing levels in the school are good, but the needs of the Reception children are not always being addressed when the learning assistant, who is timetabled to work with Foundation Stage children, is deployed elsewhere. The school has an experienced, hard-working and dedicated teaching staff. The number of caretaking and cleaning staff is appropriate to the needs of the school. The part-time nature of the school's secretarial support makes it difficult for the headteacher to manage the school when he is teaching. Consequently, it is common to see the headteacher carrying a mobile phone and being interrupted during lessons. Although the headteacher copes with this, he has to work very hard to deal with routine enquiries when the secretary is not on duty.
52. Financial planning is good and specific grants are used well. The governors are prudent in their budgeting, and the short-term financial planning is good. The school development and strategic management plans are well set out, showing clear priorities for further improvement. The commitment towards supporting all pupils in their education is demonstrated in the significant proportion of the school's budget that has been used to improve new technologies. The recommendations of the local authority audit have been acted upon.
53. The school budget is managed well and financial control and administration procedures are well managed. The full governing body agrees the budget allocations annually and governors monitor expenditure regularly. A three-year budget and school improvement plan provide a secure basis for long-term improvement. The governors are aware of best value principles and make good use of regional purchasing organisations.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education further, the governing body, headteacher and staff should:

(1) Improve the presentation of pupils' writing and recorded work in all subjects by:

- setting high expectations consistently across the school that make it clear to the pupils how they are to set out their work;
- adopting a consistent approach towards the teaching of handwriting;
- monitoring more closely pupils' workbooks to address any lapses in pupils' work and raise standards further.

(Paragraphs: 4-5, 17, 19, 73-74, 76, 88-89, 131)

(2) Improve the school's accommodation further so that:

- all pupils are provided with the full programme of indoor physical education as set out in the National Curriculum;
- pupils are taught in class areas which provide more space for practical activities and better access to resources.

(Paragraphs: 29, 50, 123-124)

OTHER LESS SERIOUS AREAS FOR DEVELOPMENT WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Provide more learning support for children in the Foundation Stage during independent and free-choice activity times.
(Paragraphs: 16, 29, 56)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	19	52	25	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)	87
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

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	15

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	3
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	3.3
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

When there are fewer than 10 pupils in any cohort taking the tests, the figures are not published to avoid identifying individual pupils.

Attainment at the end of Key Stage 1

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls	10	10	10
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls	10	10	10
	Total	16	17	15
Percentage of pupils at NC level 2 or above	School	94 (100)	100 (100)	88 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	8	12
Percentage of pupils at NC level 4 or above	School	92 (100)	67 (100)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	11	12
Percentage of pupils at NC level 4 or above	School	92 (100)	92 (100)	100 (100)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	77
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.3
Number of pupils per qualified teacher	20.2
Average class size	21.8

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	25

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	211,908
Total expenditure	196,328
Expenditure per pupil	2,181
Balance brought forward from previous year	15,580
Balance carried forward to next year	31,160

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	87
Number of questionnaires returned	67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	34	8	2	0
My child is making good progress in school.	45	42	8	3	2
Behaviour in the school is good.	39	54	6	0	2
My child gets the right amount of work to do at home.	22	64	11	3	0
The teaching is good.	52	38	8	2	0
I am kept well informed about how my child is getting on.	45	33	20	2	2
I would feel comfortable about approaching the school with questions or a problem.	60	30	8	2	0
The school expects my child to work hard and achieve his or her best.	60	30	4	2	4
The school works closely with parents.	36	46	15	3	0
The school is well led and managed.	49	31	16	0	4
The school is helping my child become mature and responsible.	48	42	6	2	2
The school provides an interesting range of activities outside lessons.	24	50	24	0	2

Other issues raised by parents

The large majority of parents are pleased with the school. Some parents pointed out that there are inconsistencies in the expectations set by teachers in classes where the teaching is shared between two teachers. Some concerns were raised about the way the school communicates with parents, particularly about their children's progress.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

54. The school's assessment records show that, on entry to the Reception class, children have a wide range of attainment in their language skills, in mathematics and in their personal and social development. On entry to the school, the children are assessed within the first 7 weeks. Most children's level of attainment on entry to the school is above the standards expected for their age. All the children begin school in the September of the school year in which they are five and some have had some pre-school experience in a nursery or playgroup. Children of Reception class age are taught alongside Year 1 pupils. Relationships with parents are very good and this helps the children to settle down quickly.
55. Provision is good for children in the Foundation Stage who are taught alongside Year 1 pupils. The teacher is also provided with part-time support when a learning assistant works with the children during group work and free-choice or structured activity times. Detailed planning is used to ensure that the curriculum is based on the six areas of learning appropriate for Reception children. It includes specific learning objectives for all the activities planned and identifies the skills, knowledge and understanding which will be assessed. Many activities are planned around a topic or theme and the work is planned to interest and motivate the children who respond enthusiastically and work productively in a caring and supportive learning environment.
56. The teaching in the Reception class is consistently good and a significant proportion is very good. This ensures that all the children achieve well. This has improved since the previous inspection when, in some areas of learning, the progress that children were making was only satisfactory. Currently, the children make good progress in all areas of learning. The basic skills of literacy and numeracy are well taught and this is giving the children a firm grounding in these areas, enabling them to read, write and count from an early stage. The teacher and learning support assistant have a good understanding of how young children learn and activities are well chosen to achieve the planned learning objectives. The teacher and support assistant work together and know the children well. The learning assistant is deployed part-time with the Reception children and this is very effective as it enables them to engage in stimulating conversation and interaction. At other times, when the learning assistant is deployed in other parts of the school, the impact of the teaching is lessened, especially during free-choice and role play activities for children in the Foundation Stage. The children with special educational needs are identified early and are given good support. By the end of the Reception year most children have reached the early learning goals in all areas of learning and, well before the end of the year, they are working in the early stages of the National Curriculum in literacy, numeracy and science. The children's personal, social and emotional development is well in advance of the standards expected for their age.

Personal, social and emotional development

57. The provision for personal, social and emotional development is very good. The staff soon get to know the children well. The children show independence and confidence for their age because the teaching is very good, as it provides many opportunities for the children to develop independence and co-operative skills with other children.

Most can concentrate for appropriate periods in group or class sessions and are enthusiastic about their learning. The children often share their ideas and experiences, for example when talking to each other during role play or when sharing tasks, for example one group of children was observed arranging wooden bricks and negotiating with each other how best to plan their 'structure'. One child enjoyed talking about how to make a toy car shoot down a pipe, with others joining in the 'experiment'.

58. The children are learning to share and take turns and to say 'please' and 'thank you.' Routines are well established and the children know what is expected of them. Their behaviour is good. They are beginning to take responsibility for themselves and others by helping to tidy up and clear away. When the children are involved in directed and self-chosen activities, they are thoroughly absorbed in their roles, talking, listening and responding to others. The children stay in role during role play and dressing up times, sustaining an activity when choosing from those provided by the staff. This is due to the skilful intervention and teaching by the teacher and learning assistant. This has helped the children, through play and instruction, to improve their confidence in a secure and varied learning environment. The children make good progress in this area of learning, exceeding the expectations set out by the early learning goals for personal and social development. This is good improvement since the last inspection.

Communication, language and literacy

59. The children are given many opportunities to speak and to listen, including informal times such as registration sessions in the morning when the teacher asks the children to tell everyone about their week-end or evening. All the children are able to express themselves and some have mature vocabularies for their age. The children enjoy listening to stories and join in the reading of the 'big book' together. They particularly enjoyed reading 'Floppy's Day', recalling the key features of the story as it unfolded and then commenting on their favourite part. During role play and self-chosen activity time, the children make good progress in speaking and listening but would benefit greatly from the additional input normally provided at other times by an adult. The teacher has to plan her time carefully to take account of the fact that for some of the time, there is no learning assistant in the class. The children recognise words and phrases when reading books together as a group. They like to discuss the story and can predict what might happen. Reading development is very good because the teaching is very effective and teaches the children to recognise letter shapes and the letter patterns of regular words. They know the names and sounds of letters and how to write them. For example, during the 'big book' shared reading session, the teacher often asks the children to trace the shape of letters they read and points out common spelling rules in words. These techniques are effective in developing early reading strategies, enabling the children to achieve the early learning goals in reading, well before the end of the Reception year. Most of the children know common key words and read independently by using pictures or illustrations as clues as well as identifying the key words from memory.
60. The children practise writing their own names every time they use a new worksheet. The children's writing skills are developing very well alongside their reading. After a very good discussion about their writing, the teacher asks the children to think about the order and structure of their stories or accounts. Very good techniques are used to evoke discussion and at the same time develop very good writing skills. Consequently the children quickly learn to write in a chronological style, with the

beginning set out in a simple writing frame, and the middle and end parts of their writing are clearly distinguishable. Most are able to copy-write words and can form letters correctly. Higher attaining children are beginning to write sentences by themselves and use their knowledge of spelling rules to write words which have letters that are phonetically accurate and often close to the correct spelling. They can find and use simple key words from their own wordbooks. The teaching is very good and as a result, by the time they enter Year 1, almost all the children will have achieved the early learning goals in reading and writing. This is very good improvement since the last inspection.

Mathematical development

61. The children make very good progress in their mathematical development and the teaching is very good. By the end of the Reception year most children will have exceeded the early learning goals. The school's own assessments on entry to the school show that the attainment of the children varies from year to year so that in some years attainment is above that expected for children under five. The teaching successfully adapts to this by providing work which is well matched to the standards achieved when the children first start school. The teaching ensures that all the children make progress in their knowledge of numbers, introducing the concept of smaller and larger numbers to help the children predict and estimate numerical outcomes. Independent and group work are equally challenging with the provision of extension work when they finish.

62. The teacher and learning assistant share the teaching well so that children can work in small groups with an adult. All the children can confidently count sets of objects, usually up to ten, and they understand the meaning of 'one or two more or less'. They recognise numerals up to 20 and can write all of them. The children can count accurately and are learning to place numbers on a number line, matching where they are in relation to other numbers. Higher attaining children, amounting to approximately one half of the year group, are able to carry out and record simple addition and subtraction sums, using the appropriate vocabulary. Good teaching techniques and resources are used to reinforce their learning, for example, the teacher uses dice games and large building blocks to demonstrate size, number and shape. Consequently, the children are developing an understanding of the value of numbers, recognition of shapes and using space by turning through consecutive right angles when learning the language of rotation and space. Good counting techniques are used by both adults to reinforce important stages in the counting sequences, for example rhyming songs and nursery rhymes are used to establish simple counting and addition or subtraction facts. Number games using dice help children recognise numbers and they use "counting on" techniques to move objects on a play board. In these ways the children learn the importance of the value of numbers as well as their position on a number line and, as a result, are beginning to count in groups of five and ten as well as recognising that there are short-cuts like doubling and halving. All of the children know the names of simple two-dimensional shapes and can recognise them quickly. Numeracy lessons are well structured with skilful intervention and teaching by adults, making a very good contribution to children's learning in this area of learning. This is good improvement since the last inspection.

Knowledge and understanding of the world

63. Provision for the development of the children's knowledge and understanding of the world is good and ensures that they all have a wide range of experiences. The teaching is good because there are many opportunities for the children to share ideas and discuss the world around them. The children have a good awareness of where they live. They can talk confidently about their route during their weekly "Bear Hunt" when they walk around the locality with adults, talking and sharing their experience with others as they search for "teddy". Their knowledge of the immediate area around the school is a good starting point for discussion about the physical and natural features of the world, for example, how plants grow. The Reception class keeps a weather chart and understands well the characteristics of the seasons of the year. Very good design and technology work is seen in the models of playground apparatus. The children use the computer and know how to move the mouse and keyboard. They can drag and point with the mouse to produce simple pictures using a graphics program. There is a good selection of software, including simple word-processing and graphics, which develop the children's awareness of early information and communication technology skills. The majority of children are likely to exceed the early learning goal for this area of learning because they have regular and well-planned scientific experiences and activities which enable them to make sense of their immediate surroundings and environment. The good quality of work in this area of learning has been maintained since the last inspection.

Physical development

64. The physical development of pupils is good and most will achieve the early learning goals by the end of the Reception year. The teaching is good and this is an improvement since the last inspection. A small, secure outdoor area allows good opportunities to use outdoor play equipment although its size limits climbing and jumping. The children have planned sessions of physical education weekly in the school hall or outside in the playground if weather permits. They participate in activities enthusiastically to develop throwing and catching skills. The observation of a physical education session demonstrated that the children can create and use space and are able to aim and throw a bean bag with increasing accuracy. They responded well to instructions and particularly enjoyed changing their body shapes and movements as the teacher asked them to balance a bean bag on the head, foot, hand, elbow and so on. The children are enthusiastic learners and are keen to participate in these lessons. There is a pleasant and positive attitude towards physical development, which is fostered by the teacher who uses good humour to encourage the children to try harder. They show good arm and leg co-ordination in their movements. The children made good progress throwing and catching coloured bean bags. Fine motor skills are well developed in practical activities in the classroom and most children show good control when using scissors and pencils. A range of tools has been used to create models, collages and paintings. Children spread glue very carefully and use careful and accurate brush strokes when painting or when making their own collages.

Creative development

65. Provision for creative development is good and a wide range of activities is provided which allow the children to explore and create. The children interact imaginatively in the role play area. In an observed music and movement lesson, the children enjoyed performing the actions to the "Grand Old Duke of York". They respond to the rhythm

of music well, can sing in tune and clap in time to a variety of songs. Children sing regularly, they listen to music and play musical instruments with increasing confidence. In assembly they sing confidently, along with older pupils, and know all the words and actions to songs. Boxes and other materials are provided to allow them to make models and collages. Children enjoy choosing their own materials by texture or colour and use them creatively to make playground models. They enjoy imaginative painting, often experimenting with colours by mixing paints. The children are making good progress and have achieved the early learning goals by the end of the Reception year in this area of learning because of the good teaching they receive. This has been maintained since the last inspection.

ENGLISH

66. Standards in speaking, listening, reading and writing are well above average at the end of both the junior and the infants. This is a good improvement since the last inspection when standards were judged to be similar to those in most primary schools. The school has maintained these high standards for 11-year-olds for the last three years.
67. The pupils' results in last year's national tests for 11-year-olds tell a similar story. They were well above those in most primary schools by the end of Year 6. Nearly all pupils reached the standards expected for their age with almost half of them reaching the higher level. This was a good achievement and it shows that all pupils, including those with special educational needs, make good progress in reading and writing during their time at the school.
68. Last year's test results in the infants were also high with pupils achieving well above average standards. Pupils are now doing much better than at the time of the last inspection because of the significant proportion of high quality teaching in the Key Stage 1 classes. All pupils reached the reading and writing standards expected for 7-year-olds. More than half were reading at the standard expected for 9-year-olds. Girls do better than boys in these tests, following a national pattern.
69. Pupils in Years 1 and 2 speak clearly and confidently to say what they think, feel, see and want to ask. By the age of 7, many pupils use a very good range of words to enlarge on simple statements. This is partly because of good speech standards when they first come to the school and good progress in reading. However, the main reason is the family atmosphere in much of the work in the infant lessons. This arises from very good relationships and small class sizes. Pupils also copy teachers' good examples of speech and expression when they read and discuss stories. Because they are very interested, all pupils use and learn new words effectively at the same time. For example, in a Year 2 literacy lesson pupils used a tape recorder with a microphone and earphones to record their own "Goldilocks" stories. They recorded their stories clearly. At the end of the lesson all listened attentively to each other's performances.
70. The quality of speaking and listening continues to improve in the junior classes. Standards are well above age-related expectations for pupils by the end of Year 6. Pupils carefully follow teachers' detailed instructions and explanations of new work. They often discuss tasks and work out solutions together. Pupils of all abilities also take part thoughtfully in class discussions of new work and ideas. This is because teachers, particularly in the second half of the key stage, are skilled in stimulating pupils' speech. For example, in Years 5 and 6 all pupils listened intently to a radio

discussion on foot and mouth disease. Nearly all gave their answers to challenging questions such as, "Do you think the radio report was balanced?" and, "What is the conflict of interest?" Lower attaining pupils understood terms such as "compromise". Pupils talk confidently to visitors. For example, a group of Year 6 pupils explained clearly three different reasons for studying history.

71. Reading standards are well above those expected for pupils' ages at the end of the infants. This is because basic reading skills are well taught, and parents support their children well at home. More capable pupils read simple stories with enjoyment and understanding by themselves. They also read speech aloud with realistic expression to reflect characters and events in stories. Less able pupils and those with special educational needs in language also read independently. However, they continue to need help with the more advanced reading skills to be able to read with expression. Other pupils read aloud both accurately and expressively. Nearly all pupils know how to use contents pages and indexes to find facts in books and to skim text for words or information. All pupils begin to read back their own writing to check it. As they know alphabetical order, they can also use simple dictionaries to improve spelling.
72. Reading standards by the end of the juniors are also well above those expected for pupils' ages. Nearly all pupils read by themselves for enjoyment both at school and at home. They are very good at working out both stated and suggested meanings in text. Pupils of all abilities read to learn from books, computer screens and worksheets. More capable pupils read quickly and often widely. They show good levels of understanding when they compare and discuss books, characters and authors. Less able pupils and those with special educational needs in language now read children's novels accurately but slowly. Other pupils' very good reading skills contribute to their good progress in English in the juniors. Skills in using libraries and finding information are higher than those found in most schools. For example, pupils know how to use catalogues and book numbers and to search the Internet for information.
73. Writing standards are higher than in most schools by the end of the infants. Abler pupils control complex sentences well and make clear statements in joined-up writing. For example, a Year 2 pupil wrote a detailed description of Little Red Riding Hood in accurately punctuated sentences. Less able pupils and those with special educational needs in language vary letter shapes and sizes too much. As a result, their work becomes both untidy and hard to read. Most other pupils form and join letters and space words legibly in simple sentences. All pupils shape their letters much more clearly in their handwriting books than in their exercise books. This inconsistency is an area for development which the school recognises in its school improvement plan. The pupils write in the expected range of forms, for example stories, letters, descriptions of animals, holidays and a local walk, and notes using bullet points.
74. Pupils make good progress in writing in the juniors, not least because of good teaching in the second half of this stage. As a result, standards are well above those in most schools by the time pupils leave the school. Pupils with special educational needs in language benefit from high quality individual support and make good progress, often reaching the standards expected for their ages. Pupils learn many new techniques, such as persuasion, because teachers match writing skills to their attainment and understanding. As a result, abler pupils write quickly using well-chosen words and punctuating accurately within well-controlled complex sentences. Pupils of all abilities match the tone of their writing to its purpose. For example, pupils

used formal but polite English in letters of complaint. However, nearly all pupils are capable of neater and better presented work. The contrast between handwriting standards in practice sessions and in exercise books is significant. This is simply because the school does not apply a consistent policy which sets high standards of presentation and recorded work. The standard of poetry writing remains high. For example, one pupil described “the dripping, drizzling, dropping winter rain...”, another that “the beck snatches everything in its way.” However, weaknesses in spelling remain. This is because pupils do not apply spelling skills learnt and tested each week to their daily writing activities. Nor is there enough improvement in the planning, drafting, paragraphing and descriptive power of their writing. This is because most writing time in literacy lessons is used in exercises. The school has responded to this weakness by giving top priority to improving writing standards.

75. The quality of teaching and learning is good. There were no unsatisfactory lessons during the inspection. The quality varied between satisfactory and very good. There was good teaching in over two-thirds of the English lessons seen. The marked improvement in teaching quality since the last inspection has raised standards by the end of both the infants and the juniors.
76. Teachers have good knowledge of language and children’s books. They also assess individual achievement carefully so as to support pupils’ individual progress. For example reading diaries give parents detailed guidance on pupils’ reading development. They can therefore help their children more effectively at home. Most basic reading and writing skills are well taught. However teachers do not give enough attention to handwriting and standards of presentation. Very clear planning, sharing of aims, careful preparation and stimulating resources engage pupils’ interest and improve concentration. For example, teachers make good use of tape recorders and computers in most lessons.
77. In the good lessons, teachers expect and enable pupils to do their best all the time. They also skilfully link work in speech, reading and writing effectively to improve the quality of learning. For example, the Year 2 teacher shared with the whole class the good quality of writing pupils were producing as they worked at their stories. She gave pupils a great deal of individual attention, encouraging them to use their imagination. Teachers also ensure that all pupils make good progress by matching work to their skill and understanding. For example Year 5 and 6 pupils worked busily at their spellings because the teacher had prepared work for them at four different levels.
78. Teaching is less effective when learning lacks such interest, challenge and support. This is sometimes because teachers do not involve pupils enough at the beginning of lessons, for example in reading the shared texts aloud. It can also result from slow pace or too much time when pupils have just to listen and have little to do. The quality of learning also drops occasionally when pupils struggle because new work is too difficult.
79. Leadership and management are good. The use of the National Literacy Strategy, much improved teaching and resources have raised standards. Teachers are giving top priority to the present main need, that is, improving writing standards further. The school ensures that by the end of Year 6 pupils leave school well prepared for their secondary school language work.

MATHEMATICS

80. By the end of Key Stage 1, the pupils are reaching standards in mathematics which are above those expected nationally. Eleven-year-old pupils in Year 6 at the end of Key Stage 2 are reaching a standard that is well above national expectations. Standards in mathematics have risen throughout the school since the time of the previous inspection. This is mostly because recently appointed and well-trained teachers have introduced successfully the teaching methods associated with the National Numeracy Strategy. Most children enter the school with a good grounding in the understanding of numbers. The pupils achieve well and make good progress as they move through the school. This is because the teaching is good and most pupils have a good attitude towards work and want to learn. Pupils leaving the school at the age of 11 are well prepared for the next stage in mathematics.
81. In the 2000 National Curriculum tests for 7-year-olds, the pupils reached a very high level of attainment, whilst 11-year-old pupils were below the national average for similar-aged pupils. Early indications for the most recent tests taken in 2001 show that at the end of both key stages the standards reached are expected to be at least above, and possibly well above, national standards. However with small numbers of pupils taking the tests each year, the standards must be interpreted cautiously and comparisons between years can be unreliable. In recent years, 7-year-old girls have performed significantly better than boys of the same age at the end of key stage tests. The difference is confirmed when talking to pupils and looking at their work. Girls at this age have a better command of aspects of literacy that supports their understanding and use of number. By the age of 11, the attainment of the boys has improved and there is no significant difference between their performance and that of the girls. In national tests in 2000, higher-attaining pupils at the end of the Key Stage 1 reached a level of attainment which was well above the national average; at the end of Key Stage 2, the pupils' performance was well below average. This suggests that higher-attaining pupils at the end of Key Stage 2 are underachieving. However, there is no evidence from the inspection of pupils' work that confirms this interpretation of the results. Pupils with special educational needs, with learning difficulties and lower-attaining pupils achieve well and make good progress. This is because teachers match learning activities closely to the needs of these pupils and give them appropriate support, sometimes with the help of a classroom assistant.
82. By the age of 7, most pupils have a secure knowledge of numbers up to 100, which they use to articulate their thinking using well-developed skills in the uses of literacy. They read and understand mathematical questions, express differences in numbers using words such as small, smaller and smallest, and understand that words, such as subtract and deduct, have a similar meaning. Higher-attaining pupils are beginning to solve problems using different mental strategies and they explain their thinking succinctly. Average-attaining pupils know the names and some properties of two and three-dimensional shapes. They estimate measurements and volumes successfully and read the time accurately. The pupils' knowledge and understanding of number is very high because there is an emphasis in the teaching in this area. This is confirmed in national tests where pupils reach lower standards in the use and application of mathematics and in their knowledge and understanding of space and shapes. At the end of Key Stage 2, 11-year-old pupils understand and use the rules of arithmetic correctly and carry out inverse operations successfully. They understand the meaning of place value and partition numbers above 1000 to help them with their addition and subtraction of larger numbers. Most pupils know and understand the correct use of fractions, decimals and percentages and make conversions between them. Higher-attaining pupils have a good understanding of the different properties of shapes and spaces. They measure accurately when calculating the length of lines,

areas and volumes. Most transfer mathematical knowledge, understanding and skills into all areas of the mathematics curriculum and into developing their learning in other subjects. For example, in a science investigation, Year 5 and 6 pupils collected data relating to the size of plants growing in two areas of the village. They analysed results obtained using a wide range of mathematical skills, including drawing line graphs and comparative bar charts, calculating means and using spreadsheets to produce pie charts and bar graphs of the discrete data collected. They reached standards that were above those expected for their age. The pupils' success in mathematics throughout the school is mainly because they have good skills in literacy, they have confidence in their mathematical skills, they enjoy the subject and the teaching is effective.

83. The quality of teaching is usually good or very good and never less than satisfactory. As a result, pupils make good progress overall in their learning. Reception and Year 1 pupils make very good progress in learning new skills and widening their knowledge and understanding. In Year 4, a significantly small number of boys is immature and sometimes shows poor attitudes towards learning. They have the potential to control their own productivity and the pace and rigour of learning of other pupils in a class which has an unusually large number of pupils. The teachers' behaviour management is good and effective but it sometimes distracts the teaching unduly which can affect the pace of some lessons. Teachers have good knowledge and expertise that they use to very good advantage when planning lessons based on the principles of the National Numeracy Strategy. Pupils enjoy the introduction to each daily lesson that involves stimulating their thinking, using mental activities appropriate to their age and level of attainment. They use resources that have been designed to speed up their reactions, and to allow teachers to assess the progress in their learning with confidence. Teachers have high expectations of pupils except in the large mixed Year 3 and 4 class where they are satisfactory overall. Very good class management in the Foundation Stage, Key Stage 1 and the upper end of Key Stage 2 is aided by the pupils' keenness to learn, their application to their work and the concentration and interest they show in lessons. These positive attitudes towards learning were seen in a good lesson with Year 2 pupils. The teacher opened the lesson with an activity to stimulate pupils' thinking. A clock was used to further stimulate the pupils into reacting with speed and accuracy. Pupils urged others to beat the clock. Enthusiasm was high and learning was swift. Following this enjoyable exercise pupils were ready to engage in an activity which was appropriately matched to their attainment and good progress was made in learning by all pupils, including those of lower attainment. Homework was set to extend further the pupils' understanding of the topic of the lesson.
84. The subject benefits from effective leadership. There is a well-conceived subject policy and teachers' planning, marking and assessments are monitored regularly. Individual pupils' progress is tracked carefully using a range of tests that are used to guide planning the curriculum and, to lesser extent, the progress of groups of pupils, for example, boys and girls. The planning and teaching of mathematics meet fully the requirements of the National Curriculum. Learning is enhanced by the effective use of information and communication technology in all classes.

85. Since the previous inspection standards have risen, pupils' progress has improved and pupils' enthusiasm for the subject has remained high. Pupils now have a good grasp of estimation at an early age and teachers are planning the use of lesson time more successfully. There have also been good improvements in the teaching and learning of mathematics since the previous inspection.

SCIENCE

86. It was possible to see only two lessons, both in Key Stage 2. Judgements are therefore based on these lessons, looking at pupils' work and talking to teachers and pupils. Standards reached by 7-year-old pupils at the end of Key Stage 1 are above those expected for their age. This is an improvement on last year's teachers' assessments in the national tests when standards were just below average. Eleven-year-old pupils are reaching levels that are well above those expected nationally. These are improvements since the last inspection and are confirmed in the National Curriculum tests in 2000 when Year 6 pupils at the end of Key Stage 2 reached high standards. Standards at the end of Key Stage 2 have consistently been at or above national averages since the last inspection. There are no significant differences between the performance of boys and that of the girls.
87. The pupils make good progress and by the end of Key Stage 1 their knowledge and understanding of materials and their properties and physical processes have reached a level above that expected for their age. They reach a lower standard in their knowledge and understanding of life and living processes, an issue recognised by the school and to which an emphasis has been placed in the teaching this school year. Year 1 pupils have planted sunflower seeds and have watched them germinate. They know the conditions that a seed must have to germinate and what a plant needs to grow. Their uses of literacy are good and they describe the conditions and events for germination and growth using appropriate technical language. At the end of the key stage, 7-year-old pupils have a rudimentary understanding of 'fair-testing' when they investigate the conditions necessary for cress seeds to germinate and grow. At this key stage pupils are less secure in understanding the scientific process than knowing scientific facts.
88. Overall, pupils achieve well in most aspects of the subject at Key Stage 2. However, pupils make much better progress in Years 5 and 6 than they do in Years 3 and 4. A few boys in Year 4 have markedly poorer attitudes towards learning and pupils, particularly in Year 3, are insufficiently extended. Pupils in Year 3 and 4 have learned a satisfactory range of topics mainly based on living things and materials and their properties. They have carried some experimental work but this has been mainly prescriptive rather than investigational. There are inconsistencies in the way that recorded work in science is presented. The standard of diagrams in some pupils workbooks is unsatisfactory. However, in discussion, Year 3 and 4 pupils show that they have a sound understanding of scientific procedures and practices. They explain the processes involved in the inter-conversion of the physical states of matter. Most have a simple understanding of the particulate theory of matter and describe the habitats frequented by mini-beasts and the conditions necessary for them to live successfully. Higher attaining pupils in Year 3 are able to pose hypotheses and suggest how they might investigate them. In Years 5 and 6, pupils are able to express themselves using scientific language appropriately. They understand the nature of scientific enquiry and are able to suggest ways of controlling variables in a system that is subject to change. In a lesson in which they were invited to investigate two contrasting environments, pupils made excellent suggestions as to how variables

could be controlled to allow relationships between others to be studied. They collected and presented the results showing a high level of personal organisation and planning. Results were interpreted using well-developed skills in numeracy and literacy which they shared with other pupils to extend their own and others learning.

89. The quality of teaching is good in Key Stage 1 and satisfactory overall in Key Stage 2. Teachers' knowledge and understanding of scientific content, concepts and processes are good and these are used successfully to formulate and ask questions that are appropriate and well-matched to pupils' learning needs. It is used also to give succinct and accurate explanations to pupils' questions that extend further their knowledge and understanding. Teachers use resources effectively, including information and communication technology, to extend further learning in all areas of science. Basic skills teaching, derived from the effective methods learned in teaching the National Numeracy and Literacy Strategies, are used appropriately and successfully when transferred to pupils' learning in science. Teachers' planning in Key Stage 1 is good. It is only satisfactory in Key Stage 2 because sometimes insufficient thought is given to the intended outcomes. Teachers' expectations vary from high to insufficiently demanding. This is reflected in the attitudes pupils have to their learning and productivity and pace with which they learn. The quality and use of assessment are good at Key Stage 1 and satisfactory at Key Stage 2 because the marking of pupils' work, the expectation set for the presentation of recorded work and the setting of homework vary from good to unsatisfactory.
90. The school has recently introduced a nationally recommended scheme of work that is now followed throughout the school. This means that the school systematically teaches the content which meets the requirements of the National Curriculum to all pupils. The scheme's linked assessment has not been adopted and the school is at the formative stages of developing a suitable system. Satisfactory progress is being made. The leadership of the designated co-ordinator is sound. However not all aspects of the role can be undertaken. This is because the co-ordinator has a full-time teaching commitment, a number of other subjects to co-ordinate and curriculum responsibility for a key stage. Monitoring of planning, teaching and assessment takes place but not at a sufficient level to allow evaluation with action to be fully effective. The adequacy of accommodation for teaching the subject is unsatisfactory. A Key Stage 2 class is taught in a very cramped area with insufficient space to carry out experimental and investigational science effectively. Resources are adequate. However, these are insufficient to enable a large class of Key Stage 2 pupils to carry out scientific enquiry, and planning is influenced by the availability of materials and equipment. The school has made satisfactory improvement since the last inspection. Standards have risen but overall the consistency in teaching at Key Stage 2 is now satisfactory where previously it was good.

ART AND DESIGN

91. Only two art and design lessons were seen during the inspection. Evidence is also taken from pupils' work and from discussion with pupils and staff. The work displayed around the school demonstrates that standards in both key stages are above those expected by the end of both key stages and the pupils make good progress. Standards have been maintained since the last inspection.
92. By the age of 7 pupils have gained experience of a variety of sculpting techniques using clay, wood, twigs, paper, textiles and card. They have used a range of materials to make collages, paintings and computer-generated graphics. The pupils'

work shows that they can select materials and resources by texture to create different effects. Year 1 pupils have created very good paintings of blossom and drawings of daffodils. Good weaving techniques have been taught when the pupils produced star shapes by weaving wool across two pieces of wood arranged as a cross. Year 2 pupils have produced good quality pastel drawings when creating their "Beach pictures" as part of the summer theme about the seaside. They have also studied the work of Kandinsky to produce very good paintings that experiment with shape, form and pattern. Throughout the key stage, good use is made of computers to generate pictures, for example, a display in Year 2 about "Ourselves". The work of Edward Munch, depicting his famous picture called "The scream", was studied by Year 2 pupils who used pastel and chalk to good effect to experiment with the techniques used by Munch.

93. By the age of 11, pupils have experienced a wide range of two and three-dimensional work. Year 3 and 4 pupils designed and made very good quality model chairs inspired by the characters in C. S. Lewis's "The Lion, the Witch and the Wardrobe". Using the story as a starting point the second lesson in a series was observed as the pupils discussed their designs and chose materials to produce different effects using card, textiles, glue and paper. Other work displayed in Key Stage 2 classrooms shows that the pupils have responded to art and design very positively using different media and literature as inspiration. For example, Years 5 and 6 have studied Shakespeare's "The Tempest" to produce a very good quality tapestry which is proudly displayed in the classroom. Their work shows experimentation with colours and techniques to create similar effects as some famous artists such as Monet, when for example Year 3 and 4 pupils painted blossom using similar colouring and texture. The pupils show an understanding of perspective in their drawings and older pupils have produced some very good quality observational drawings in their sketchbooks.
94. The teaching is good with very good features. In the lessons seen, it was well planned and organised with good quality resources to support learning. An effective demonstration and explanation of the techniques of sculpting gave pupils an understanding of the use of form and shape with clay, enabling them all to produce good quality sculptures with success. The subject is very much influenced by the skill and expertise of the staff led by the art and design co-ordinator who has managed to organise resources very well to support teaching and learning across the school.
95. The pupils tackle their tasks with enthusiasm. Relationships between pupils are very good as they help each other and give advice, as for example, the Year 3 and 4 pupils when working with a partner to produce chairs for Aslan (a character in C. S. Lewis's story). Learning is good because the pupils experience a structured programme of art and design which enables them to develop skills and understanding of different techniques and styles of art.
96. Provision for the subject is good and well managed. Planning is detailed and this ensures that skills are developed systematically. The co-ordinator is developing a portfolio of art work with examples of different types of finished work which is a useful guide for teachers when planning and assessing pupils' work. The co-ordinator is active in monitoring the planning and the quality of work. Resources for art are of good quality and varied, enabling the pupils to experience a wide range of media. There are good links with other subjects, for example, the seaside topic in Key Stage 2 is linked to history, English and art and design, as well as the study of Shakespeare's plays which are used as inspiration when producing the tapestry displayed in the Year 5 and 6 classroom.

DESIGN AND TECHNOLOGY

97. Judgements are based on looking at pupils' work, displays in classrooms, talking to pupils and teachers and looking at teachers' planning. It was not possible to observe teaching of the subject during the limited time of inspection.
98. Standards reached by 7-year-old pupils at the end of Key Stage 1 are well above national expectations. This is because a good foundation is laid in the Reception and Year 1 class and pupils' attitudes to learning the subject are very good. By the end of Key Stage 2, 11-year-old pupils are reaching a standard above national expectations. Pupils make good progress from entry until they leave the school. This is an improvement from the last inspection when standards were at a level expected nationally and progress was satisfactory.
99. Year 1 pupils talk enthusiastically about the playground models they have made. They explain the working of their models and, in particular, they show good levels of originality, creativity and ingenuity in the models they have made. A wide range of playground equipment is displayed with pride as shown in the labelling of the models. Swings, slides and roundabouts figure prominently. Imagination plays a large part in the pupils' explanations of their work which they have designed before making, using a range of skills including cutting, gluing, bending and joining. A higher-attaining pupil made a model which involved the descent from a height using a fireman's pole. The idea is original and feasible. A few pupils understand the need to make their models firm yet flexible to allow for movement of the parts. A good range of materials including card, straws, tubes, cotton and construction toys is used. The pupils evaluate their work and make suggestions as to how the models could be improved. In Year 2, pupils' skills are extended when designing and making a moving vehicle. Following the designing of their vehicle, pupils were expected to quantify the materials they would use in making the model. This was done successfully. Particularly impressive was the care and attention that had been paid to the designing and making of the wheels. Some were solid whilst others had tyres made of foam plastic. Skills developed from the previous year showed pupils being successful in drilling and cutting wood. Opportunities to introduce new technical words are taken to widen the pupils' vocabulary and good quality large books appropriate to the topic are used to extend further pupils' research and reading skills. In Key Stage 2, pupils' skills in sewing had been developed when designing and making money purses. In Years 5 and 6, careful design of nets for three-dimensional models had led to the making with accuracy of mobiles, which included cubes, cuboids and prisms. There was no evidence that information and communication technology skills had been used at any stage to design or control models. Throughout the school pupils have a good understanding of the design process and their skills are being developed systematically. Teachers pay sufficient attention in their planning to include all aspects of the design process. This is an improvement since the previous inspection.

100. There is insufficient evidence to make an overall judgement on the quality of teaching. Projects completed show that teachers' planning and the methods they use to help pupils acquire new skills, knowledge and understanding are effective. Expectations are high, particularly in Key Stage 1.
101. The school has recently adopted national guidelines for a scheme of work to assist in planning the curriculum. This is an improvement since the last inspection when a scheme of work was used which was not in accordance with the requirements of the National Curriculum. Curriculum leadership is satisfactory but with some weaknesses. The recent development of a subject assessment policy systematically intends to provide for the monitoring of pupils' progress in knowledge, understanding and skills. Monitoring of teachers' planning and pupils' products takes place. However, systematic monitoring of the standards of teaching of the subject throughout the school is still at a developmental level. Overall the school has made satisfactory improvement in addressing the issues raised at the time of the last inspection.

GEOGRAPHY

102. By the end of Year 6, standards in geography are higher than those expected. This is an improvement since the last inspection. Teachers now make good use of topics from the nationally recognised whole-school plan of work for geography. This ensures that pupils cover all the work they should and it matches learning to their ages. All pupils, including those with special educational needs, make good progress.
103. The school teaches geography in one term and history in the next. This gives pupils equal experience of the two subjects. It also means that one subject gets more emphasis than the other each term, which has a lasting effect on pupils' learning. To bridge the gaps in learning, the school runs ongoing topics which link some geography to current affairs. For example, pupils in the juniors investigated the local effects of national farming issues and located countries in the news on world maps.
104. By the end of Year 2 pupils have the mapping skills expected for their ages. For example they use names and symbols to map their routes to school, showing human and natural features. They also map two routes to the lower school building from their classroom and pace them out to compare their lengths. They understand some of the differences between island and mainland, seaside and countryside, town and village. Pupils enlarge their view of the world, weather and climate through investigations into their holiday experiences.
105. By the end of Year 6, pupils have above average mapping skills. They use four-figure grid references to find human and physical features on maps. In orienteering they use large-scale maps to follow routes. Pupils of all abilities understand the difference between climate and weather. They also appreciate how world climate zones affect people's lives, work and leisure. Pupils also investigate and gain understanding of local issues through observation and discussion. For example, the pupils in Years 5 and 6 discussed the effects on the local community of the recent outbreak of foot and mouth disease. They clearly understood by the end of the lesson how "different people in the community may respond in different ways to a particular issue". They compare their own area with the environment of villages they visit, such as Hawes. Work in their "Water" projects showed above average penetration of the geographical study of rivers and water systems. Pupils described the River Usk from fieldwork notes and created a detailed river map. They clearly

described the water cycle in their own words and used geographical terms such as “confluence”, “flood plain” and “tributary”. Pupils of all abilities also described the journey of the local beck from its source on Bellerby Moors to the sea at Hull, showing its changing speeds and conditions.

106. During the inspection there was not enough evidence to judge the overall quality of teaching and learning. However there was excellent teaching in a Year 5 and 6 lesson on the “What’s in the news?” topic. The high quality of both teaching and learning came from the pace, interest and continuous stimulus and challenge of the work. In the half hour available pupils evaluated community reactions to foot and mouth disease in discussing with the teacher two extracts from local radio current affairs programmes and two cuttings from the local press. Debate on the topic was therefore very well informed and highly relevant to pupils’ experiences. Pupils gained adult levels of understanding of the issues in addressing questions such as: “What is the conflict of interest?” and “Do you think the radio report was balanced?”
107. Teachers make good use of local fieldwork and outings farther afield for the junior classes to enrich pupils’ understanding of their environment. Orienteering is part of the junior residential visit and sharpens map-reading skills. The school gives a strong emphasis to investigative geography and makes effective links to the history topics. The subject is well managed.

HISTORY

108. By the end of Year 6 pupils’ knowledge and understanding of history and their skills in finding out about the past are as expected for 11-year-olds. They recall key facts about Ancient Egyptian and Greek civilisations. For example, the pupils compared the ancient and modern Olympic games, and the lives and values of Athenians and Spartans in ancient times. They understand how Romans, Anglo-Saxons and Vikings invaded and settled in England. Pupils also describe how life for children and families was different in Victorian times. They use historical documents such as census records to find information about life in the past. Time lines showed good progress in understanding chronology. For example at the beginning of the juniors, pupils placed events on a 1,000-year time line. Year 6 pupils plotted cultural, social and political changes in parallel over the last 50 years.
109. Standards by the end of Key Stage 1 are in line with those expected. By the end of Year 2 pupils recall the causes and effects of important historical events such as the Great Fire of London. They also understand the importance of famous people in the past such as Florence Nightingale. Pupils of all abilities understand how we learn about the past from eyewitnesses who wrote down or depicted what they saw. They also learn about the more recent past by talking to older members of their families, and comparing old and new objects such as kitchen utensils and toys.
110. To make up for gaps in learning when there are no history lessons, the school makes good use of visits to locations of historical interest to deepen pupils’ understanding of the past. For example, junior pupils visit Eden Camp to learn at first-hand about World War II, and York as part of their study of the Vikings. Pupils in the infant classes visit Saltburn as part of their topic on Victorians, and the village water mill. Teachers also make good links with other subjects. For example pupils in Years 3 and 4 used text about ancient Egyptians in their literacy hour, learning about summary and punctuation. Year 6 pupils wrote diary extracts as if they were child workers in the past. Most history topics include location maps and routes. Pupils

make effective observational drawings, for example of Egyptian fans and Viking costumes.

111. There was not enough evidence to judge the overall quality of teaching and learning or pupils' response in lessons. Discussions with pupils showed a thoughtful interest in the past. They had clear memories of what they had learned, particularly through visits and drama. They compared different ways of finding out the past and understood the difference between primary and secondary sources. Pupils felt the main reason for studying history was to increase our knowledge.
112. Teachers follow the approved national guidance for the history curriculum. They also make good use of artefacts to allow pupils to learn from first-hand experience. Pupils now learn in greater depth about a smaller number of topics. There have been good improvements since the last inspection to the geography curriculum. The school has an effective assessment system, which shows the degree of pupils' understanding in each class at the end of each topic. Teaching and learning make significant contributions to pupils' understanding of heritage and their cultural awareness.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. Standards are above those expected in information and communication technology (ICT) by the end of both the infant and junior stages. This is an improvement on the average standards found at the last inspection. Much work has been done since then to increase all the pupils' use of computers in their daily learning. Younger pupils now have sufficient opportunities to develop computer skills in other subjects. There has also been a marked improvement in teachers' expertise and confidence. Better resources, well ahead of current national targets, and the installation of the networked computer suite, have also helped to raise standards. Well above average language and mathematical skills enable pupils to access, understand and apply information and communication technology efficiently, and often independently, to new learning.
114. By the end of Year 2 pupils show above average speed and skill in assembling text, communicating ideas, saving and retrieving information, selecting options, and using the mouse. The pupils make pictures and symmetrical patterns using computer art programmes. They create databases of class holidays and make bar graphs of means of travel and locations. Pupils of all abilities check and edit as they word-process. They work confidently in pairs often helping each other.
115. By the end of Year 6, the pupils of all abilities use a word-processor effectively to change font and font size and change the colour of the text. They can incorporate two forms of information, copy and paste, use the cursor and control the mouse well when drawing free hand, set up spreadsheets and research Compact Disc databases and the Internet. The pupils know how to use the electronic mailing program (e-mail). Pupils also construct simple multi-media presentations such as mock-up Web pages including sound buttons, text, pictures, and command boxes. Pupils use word-processing, information handling, monitoring, control and sensor work effectively, both in ICT and other lessons. For example, Year 6 pupils configured and developed procedures to run traffic light sequences, and to vary the speed, direction and lighting on an activity card train. They use ICT in most subjects to broaden knowledge and understanding, improving computer skills at the same time. In science, Year 6 pupils worked fully independently to log findings on dandelion growth on contrasting sites, produced a spreadsheet and bar graphs of findings and printed out the results.

116. All pupils, including those with special educational needs, are making good progress. They are confident and persevere, collaborating well in pairs and groups when working on the computers. They look after equipment and are aware of the needs of other users of both hardware and software.
117. The quality of teaching in the two lessons seen was very good. Teachers had clear objectives, which pupils understood and achieved. They used good quality hardware and software. They managed learning very well and had good levels of expertise in the skills they were presenting. For example, in a lesson for older pupils in Key Stage 2 on control technology, the teacher quickly reviewed pupils' previous learning, gave precise instructions and expected pupils to persevere in solving challenging problems independently. Very good relationships allowed the Year 1 teacher to introduce a laptop, tally charts, icons and bar graphs with words and numbers to Year 1 pupils. The pupils were interested, considerate and attentive throughout the session because of the clarity of the teacher's demonstration and the high quality of the ICT resources. Significant numbers of programmes now enable teachers to match work on a given ICT topic to the skills of pupils at different levels of attainment. Teachers also make good use of digital cameras, radio, tape, video and listening centres throughout the curriculum.
118. Leadership and management are good. The co-ordinator has a firm commitment to the continued development of the subject in all year groups and the school is well placed to improve further. For example the school is developing its own Web-site. Teachers follow the latest national and local authority guidance and schemes of work. The school acknowledges that arrangements to assess, record and track each pupil's ICT skills are unsatisfactory and has plans to address this. These rely too much at present on teachers' observations and memories. The number and quality of resources are good, enabling pupils to use computers and printers in each classroom and also to have lessons in the computer suite in the hall.

MUSIC

119. Due to the lack of evidence no overall judgement can be made about the attainment of pupils at the end of each key stage although the standard of singing is above what might be expected for pupils of this age.
120. In Key Stage 1 the pupils are learning a range of songs. They sing with good pitch and clear diction. Their singing is of good quality for young children. From the range of work provided, the pupils achieve well in music. Recorders are taught to Key stage 1 pupils when a music specialist visits the school. This culminates in performances in front of the school during assemblies and other special occasions. The pupils know the names of most instruments in an orchestra. They are beginning to learn that sounds can be represented by symbols and that these can be used to play tunes. Some pupils in Year 2 can read music when they play recorders. In Key Stage 2, the pupils sing confidently and are able to adjust pitch and tempo to the type of song. The headteacher accompanies the singing with the guitar and teaches the pupils a good range of songs. The pupils hold notes well and can sing in parts with good effects.
121. No judgement can be made about the teaching as no music lessons were observed. However, the school has maintained its good reputation and has participated in local music and singing festivals. This is an indication that music plays an important part in the school's curriculum and that all teachers contribute to this by teaching music

using the national scheme of work supported by recorded music, the school choir and instrumental tuition for a significant proportion of the pupils across the school. Good use is made of peripatetic music staff who provide lessons for groups of pupils. These include the flute, clarinet, violin, keyboard and guitar. The pupils perform in assemblies and can read music very well. They can accompany singing when playing individually or in small ensembles. The pupils' positive attitudes make a good contribution to their learning. They become very involved in music and sing with enthusiasm. They listen to recorded music when coming into assemblies and good attention is paid to providing a range of musical styles so that pupils learn about the backgrounds and cultures that have influenced music in the past.

122. The provision for music is good. Pupils have the opportunity to listen to, and to discuss, a range of music and this makes a sound contribution to their cultural development. Planning is detailed and covers all aspects of the National Curriculum programmes of study. The co-ordinator has some opportunities to monitor but other priorities have affected this so that assessment opportunities are not as clearly identified in teachers' planning. The choir makes a valuable contribution to whole school singing. The quality of their performance is enhanced by the musical contributions of small ensembles. There has been good improvement to the music curriculum since the last inspection.

PHYSICAL EDUCATION

123. Only one outdoor physical education lesson was observed and one swimming session during the inspection. Standards in swimming are well above the standards expected for pupils by the age of 11. All pupils can swim at least to the minimum requirements of the National Curriculum by the time they leave the school. A number of them swim well in excess of these requirements and in the lesson seen Year 3 and 4 pupils were already swimming to a high standard for their age. During the outdoor games session for Reception and Year 1 pupils, they demonstrated good balance and control when throwing and catching bean bags and small hoops. Standards by the end of Key Stage 1 are in line with those expected and the pupils make good progress in lessons. The pupils apply themselves well to tasks and, in the swimming lesson, they demonstrated a good standard of fitness as the teaching set a challenging pace. The lack of indoor space limits the range of physical education that the school is able to provide. Good use is made of the local leisure centre for older pupils when planning indoor lessons, but this facility is not available, because of transport costs, to the rest of the school. In the lessons seen the quality of teaching was good. Teachers pay close attention to safety procedures and they demonstrate good subject knowledge. Plenty of opportunities are provided for the pupils to see others perform and evaluate how well they do this to improve their own performance. There is a good balance of activities provided by the school during residential visits for older pupils. These include outdoor and adventurous activities as well as team-building exercises.
124. The previous inspection report noted that the restricted space and available apparatus limited progress in the subject. The school has taken appropriate action to address this by providing and extending the use of the leisure centre, but the lack of an appropriate sized hall also limits other school activities, for example, dance, gymnastics lessons and assemblies, which are taught in very cramped conditions. The governors have explored all the available options and there are some plans to extend the outdoor areas beyond the school grounds which leaves scope for

extending parts of the school hall if funds are available. Currently, the school's indoor facilities for the delivery of a full programme of physical education are unsatisfactory.

125. The headteacher co-ordinates and manages the subject well. He has worked hard to raise the profile of the physical education, resulting in a good balance of outdoor activities, swimming and outward bound activities around the school and during residential visits for older pupils in Key Stage 2. Teachers give their own time to provide a number of extra-curricular activities such as football, netball, cricket and hockey. Planning is monitored to ensure that pupils are receiving their full entitlement and making progress. Satisfactory progress has been made since the last inspection but there are still limited indoor facilities for a full programme of physical education.

RELIGIOUS EDUCATION

126. The school maintains the satisfactory standards of attainment and progress reported at the last inspection. By the end of both key stages, standards meet the expectations set out by the locally agreed syllabus for religious education. All pupils, including those with special educational needs, make satisfactory overall progress. The planned curriculum meets statutory requirements and draws together good local authority, national and diocesan guidance. As a Church of England school, it aims to encourage understanding of the meaning and significance of faith and to promote Christian values through the experience it offers to all its pupils. These aims necessarily broaden and deepen its religious education provision.
127. By the end of Year 2, the pupils understand the significance of festivals such as Christmas. They are aware of the basic meanings of other religious celebrations such as Easter and Harvest Festival. Pupils have some understanding of what happens in Jewish faith communities. Visits to the village local church enable them to see why religious objects, such as the font, are special. Year 2 pupils also understand that a church is a community that worships and communicates with God through prayer. Their understanding through experience of the meaning of family religious practices is good for their age. For instance, pupils studied the Shabbat meal in their work on Judaism. Through watching a high quality video of the life of a family, pupils understood the Jewish children's comments: "we stop rushing about and enjoy being together as a family" and that the meal was "our way of thanking God for giving us a day of rest". The teacher then sensitively enhanced learning through giving all pupils the opportunity to re-enact the meal in a role play.
128. By the end of Year 6 pupils understand some of the key beliefs of Christianity, Judaism, Islam and Buddhism. They also have a sound knowledge of important religious symbols, festivals, holy places, music, themes such as friendship, and religious texts. For example, a Year 6 class learned how music is used in religions as an expression of faith. They sang together a Taizé chant they had learned on a visit to Merrick Priory and considered why the community sang it for so long. Pupils then recalled and sang other religious music, including "Let it be" and discussed its effects. Persistence in the singing practice improved the quality of singing and understanding of what it did. Additional weekly lessons with the vicar extend the religious education programme of pupils in the final term of Year 6. Pupils explore with interest the evidence to answer questions such as: "Was Jesus historical or was he fictional?" and "Is the resurrection fictional or historical?" They also begin to raise questions such as: "What proof is there that Jesus was born in a stable?"

129. There was not enough evidence from the two lessons seen to judge the overall quality of teaching and learning. However, pupils' attitudes to learning are good. They are interested and show respect for different faiths, beliefs and practices. At the end of both key stages pupils' comments show both sensitivity and maturity. Pupils listen carefully to each other and show interest in discussion and activities. For example, Year 6 pupils studied and drew the symbols used in the stained glass in the village church and discovered some of their meanings.
130. At times, the themes of assemblies develop the religious education work of particular classes. These assemblies significantly reinforce pupils' learning. For example, an assembly on the Creation extended work of pupils in the youngest class. All pupils had learned and recited accurately a poem about the stages of Creation set out in Genesis.
131. The leadership and management of the school's religious education work are good. The school has established a simple but effective scheme of assessment. However, the school's policy that pupils record little work in religious education limits the opportunities to develop writing skills further. The religious education programme benefits from strong links with the church.