

INSPECTION REPORT

**RAVENSWORTH CHURCH OF ENGLAND
PRIMARY SCHOOL**

Richmond

LEA area: North Yorkshire

Unique reference number: 121511

Headteacher: Mrs. D. Robinson

Reporting inspector: Mrs. P. A. Simpson
1515

Dates of inspection: 21st – 24th May 2001

Inspection number: 194632

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Ravensworth Richmond North Yorkshire
Postcode:	DL11 7ET
Telephone number:	01325 718375
Fax number:	01325 718375
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. M. Walton
Date of previous inspection:	28 th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1515	Mrs. P. A. Simpson	Registered inspector	Equal opportunities Special educational needs Science Information technology Art Design and technology Physical education	What sort of school is it? The school's results and achievement How well school is led and managed?
9002	Mr. D. Ashton	Lay inspector		Pupils' attitudes, values and personal development How well does school care for its pupils? How well does the school work in partnership with parents?
22644	Mrs. B. Hill	Team inspector	Foundation Stage Mathematics English Geography History Music Religious education	How well are pupils taught? How good are the curricular and opportunities offered to pupils?

The inspection contractor was:

PkR Educational Consultants Ltd.
6 Sherman Road
Bromley
Kent
BR1 3JH

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
OTHER ISSUES WHICH SHOULD BE CONSIDERED	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ravensworth Church of England Primary School is a smaller than average village school with 77 pupils (46 girls and 31 boys) on roll, ranging from 4 to 11 years of age. The school is situated to the north west of the market town of Richmond. At the time of the inspection 14 children were under six years of age. There are three mixed aged classes and the school roll is rising. Seven per cent of the children live in Ravensworth village, the vast majority of the children travel to school by bus, taxi or car from villages and farms within the traditional catchment area and about a third of the children travel from outside the designated catchment area. No ethnic minority groups are represented in the school. The number of pupils eligible for free school meals is broadly average. The proportion of pupils identified as having special educational needs due to learning or behavioural difficulties is below the national average. The school has three pupils with a statement of special educational needs. The majority of children have attended a pre-school playgroup prior to entering compulsory schooling. Assessment of pupils on entry to the school shows a broad range, with most children attaining as would be expected in their basic literacy and numeracy skills. There are no pupils with English as an additional language.

HOW GOOD THE SCHOOL IS

Ravensworth is a good school which children are eager to attend. This is borne out by the very high attendance rates and supported by the views of many parents. Pupils generally attain high standards in the English and mathematics national tests by the time they are eleven. The quality of the teaching is a strength of the school's work. Other than for literacy and numeracy and in the Foundation Stage of the curriculum there is no whole school approach to using assessment to ensure plans meet pupils' needs. The new headteacher has introduced a more systematic approach to the work of the school. She has established a committed team around her and has the vision and energy to make this an improving school with the active support of the governing body and the community. Although unit costs are relatively high in running this small school it continues to provide good value for money.

What the school does well

- The standards attained by 11 year olds in 2000 national tests in English, science and mathematics.
- The overall quality of teaching is good and makes a positive impact on pupils' learning.
- The effective leadership and management of the school and the commitment made to school improvement.
- The working relationships between staff, governors, parents and the community.
- The well established, positive climate for learning provides firm foundations for the future and helps pupils progress well in their spiritual, moral and social development.
- The attendance rate is very high.

What could be improved

- Extending the involvement of curriculum co-ordinators for science, the non-core subjects and religious education in monitoring and evaluating teaching, learning and curriculum organisation
- Policies and schemes of work for the subjects of the curriculum.
- The overall procedures for assessing pupils' attainment and progress and the use of assessment information to guide curricular planning.
- Daily lesson planning and the use of on-going assessment in science, the non-core subjects and religious education.
- The implementation of the revised discipline policy so as to ensure, that the behaviour of all pupils is of the expected standard.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was inspected in May 1997 it has made satisfactory improvements overall in regard to the issues identified. Since the appointment of the new headteacher improvements have been actioned and implemented at a greater pace. The issues judged in need of action were documented in the governors' post-inspection action plan. Detailed medium term curriculum plans have been documented for the Foundation Stage and Key Stages 1 and 2. Precise learning objectives are recorded in the weekly planning for English and mathematics but, whilst intentions are clear, day-to-day planning lacks the detail needed to ensure continuity of learning for all pupils in the other curriculum subjects. The new headteacher, who was appointed in September 1999, initiated an early review of the existing behaviour policy in order to improve standards of behaviour throughout the school. Most pupils abide by the accepted behavioural procedures but a small number of older boys in Key Stage 2 on occasions come off task and they do not always adhere to the school's code of conduct. Two of the three teachers, of whom one is the full time teaching head, are each responsible for the curriculum co-ordination of five subjects. There has been formal monitoring of the teaching and learning in English and mathematics but not in the other subjects, although planned for, these developments are not yet in place. Improvements have been made in the Foundation Stage of the curriculum but there is as yet no specific provision for outdoor play. The Child Protection policy has recently been reviewed and the draft policy has yet to be ratified by the governing body. All staff have received child protection training. The specific health and safety issues identified in 1997 were fully addressed. The new headteacher has introduced a more systematic approach to the work of the school. Better use is made of the taught day now with a more robust system for entry to the school in the mornings and a punctual start to the lessons. There are good working relationships between staff and a system for self-evaluation has been introduced as a part of the school's performance management policy. The quality of display is good and this significantly enriches the learning environment.

STANDARDS

A table of standards achieved by 11 year olds based on average point scores in the National Curriculum tests is omitted. This is because the number of pupils in the respective year groups for 1998, 1999, and 2000 were all ten or fewer. As the groups are so small, comparisons with all schools and similar schools are not made. A commentary on standards attained is provided below.

At the end of 2000, standards for seven-year-olds were broadly average in reading and writing and below average in mathematics. Teacher assessments in science placed pupils below average in Key Stage 1. In the same year the overall standards of 11-year-olds were higher than average in English and science in comparison with those gaining Level 4 and above nationally and they were close to average in mathematics. Inspection findings and teacher assessments in 2001 confirm similar standards attained by the end of Key Stage 2, and at the end of Key Stage 1 reading and writing, mathematics and science standards are broadly average. As the numbers of pupils involved in the respective year groups is 10 or lower, an evaluation of trends over time is not valid. The targets set by the school for 2000 were met in English but in mathematics they were lower than those set. An analysis was made of the end of 2000 Key Stage 2 results against pupils' prior attainment at the end of Key Stage 1, as a means of determining how much progress the year group had made over the time they were in Key Stage 2. This showed that about half of the pupils made significant progress during their time at this school and they attained higher than expected standards in their English and mathematics. In the Foundation Stage of the curriculum, by the end of the reception year most children reach the early learning goals in the six areas of learning. The children have progressed particularly well in their physical development, personal, social and emotional development and in their creative development. In other curriculum areas in Key Stage 1, standards are average, with the exception of art which is above average by the end of the key stage. At the end of Key Stage 2 standards overall are above average in information and communication technology (ICT), art, design and technology and swimming, and in the other subjects they are average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall.
Behaviour, in and out of classrooms	Satisfactory behaviour overall. Some indiscipline by boys was seen in upper Key Stage 2. There were four fixed term and one permanent exclusion in the last school year.
Personal development and relationships	Satisfactory overall. Pupils take advantage of the opportunities provided to exercise responsibility and this prepares them for mature citizenship.
Attendance	Excellent. Punctuality has been significantly improved of late, owing to the new system of entry to classes in the mornings.

Most pupils are eager to attend school. This reflects the positive attitudes of the majority of pupils who attend this school. The rate of attendance was very high in the 1999/2000 academic year and there was no unauthorised absence for that same year. The school has sustained the rate of attendance in the current academic year. Of the 41 parents who returned the pre-inspection questionnaire, 20 per cent of them disagreed with the statement that behaviour in the school is good; this view was also expressed by some parents at the pre-inspection meeting. The school has a newly formulated discipline policy and the vast majority of pupils adhere to the policy by demonstrating positive behaviour.

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 overall quality of teaching seen was never less than satisfactory. This is an improvement on that reported on in 1997. All of the teaching observed in reception was good. Overall sixty-two per cent of the teaching seen was good, eight per cent very good and thirty per cent satisfactory. The teaching is good in English and mathematics, promoting learning and pupils' progress well. In both Key Stage 1 and 2 the teaching is good in art and religious education and it is good overall in science, information and communication technology and design and technology in Key Stage 2. Teaching of the other subjects observed is satisfactory. Owing to the school's curriculum arrangements, no teaching was observed in history and geography and in design and technology in Key Stage 1. The skills of literacy and numeracy are taught effectively. This work is structured in accordance with the National Literacy and Numeracy strategies, for with learning objectives and arrangements for meeting the needs of all pupils documented. In the other subjects of the curriculum weekly lesson planning is brief and assessments of pupils' work on an ongoing basis are not formalised so as to inform future lesson planning and meet the individual needs of all pupils, in particular where older boys in Key Stage 2 are not inclined towards a subject or activity. The school gives good attention to consolidating information and communication technology skills in all subjects of the curriculum, and as a consequence by the age of eleven the rate of progress made is good and standards attained are above average.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The quality of provision is good in the Foundation Stage of the curriculum and in English and mathematics where intentions are detailed. There are no schemes of work or up-to-date policies for the other curriculum subjects, with the exception of ICT.
Provision for pupils with special educational needs	Good. Special educational needs is co-ordinated efficiently. Non teaching staff provide good support, enabling most lower attaining pupils to progress at the same rate as their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The well established, positive climate for learning provides firm foundations for the future and helps pupils progress well in their spiritual, moral and social development. Provision for preparing pupils for living in a culturally diverse and increasingly inter-dependent society is not sufficiently planned for.
How well the school cares for its pupils	Staff have a good knowledge of pupils and their needs. Those with identified behavioural problems are given considered attention and support by teaching and non-teaching staff.

Procedures for child protection have recently been reviewed and the draft policy awaits ratification by the governing body. The monitoring of pupils' ongoing personal development is informal. The procedures for monitoring and improving attendance are excellent. The use of assessment information to guide curricular planning across the subjects of the curriculum is inconsistent and not formalised. There have been considerable improvements in the quality of individual education plans, which focus mainly on literacy, numeracy and/or behavioural targets. The assessment policy and that for special educational needs have not been reviewed since their inception in 1995 and 1996 respectively. Full risk assessments have not been conducted. Parents' views of the school are generally positive. The school's links with parents are good. The induction of staff new to the school is good. The school is an effective provider of initial teacher training; two trainees were in school during the inspection. Extra-curricular activities outside school comprise two games clubs and a lunchtime pupils recorder group. This provision is largely targeted at those in Key Stage 2.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed very effectively. Priorities have been made clear. There is a shared commitment to school improvement.
How well the governors fulfil their responsibilities	The governing body fulfil their responsibilities as required. A policy for performance management is in place.
The school's evaluation of its performance	The school has begun to analyse its performance data in the core subjects. Literacy and numeracy teaching has been observed formally. In the other subjects there is no evaluation of performance but this is planned for in the strategic improvement plan.
The strategic use of resources	The school uses its available resources efficiently. The principles of best value are constantly applied.

Book scrutiny was conducted in the spring of 2001 with a focus on writing. An audit of provision in the Foundation Stage of the curriculum and in mathematics led to actions being planned to develop those areas identified. As a result a policy for the early years is now in place and formal monitoring of mathematics has begun. The headteacher is a full time class teacher, the subject leader for five subjects and special educational needs co-ordinator. It is planned to appoint a part-time teacher in order to give the headteacher time to monitor and support the work going on in classes. There are no male staff in the school. Accommodation is subject to a feasibility study at this time including a secure outside play area for the Foundation Stage children, storage facilities and office and staffroom accommodation. At this time one small room is used threefold as a school office, headteacher's office and the staffroom.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The way the school is led and managed • Good quality teaching • The high expectations staff have of children • Their children like coming to school • They feel comfortable about bringing a question or problem to the school • The good progress made by children • The close working relationship with parents. 	<ul style="list-style-type: none"> • The amount of homework • The range of extra-curricular activities outside of lessons • The behaviour of pupils including that of some Year 6 boys.

The inspectors agree with the positive responses from parents. They partially agree with those related to behaviour and extra-curricular activities and disagree with the responses made about homework. The school sets homework in accordance with its recently reviewed homework policy which is informed by the national guidelines on homework. All parents were consulted about the homework policy changes and a meeting was called for them to attend. The school was disappointed by the low turnout to discuss the proposed changes. Homework is usually consolidation of what has been learned in school, or research activities. The use of information and communication technology by pupils is encouraged and there is a loan system of portable computers for those who do not have access to this technology at home. A key Issue in the 1997 inspection report was the need to improve behaviour among some pupils in Key Stage 1 who were having a disruptive effect on the learning made by the majority of pupils in this key stage. During the inspection there were occasions when indiscipline and immature behaviour were observed in and out of classrooms, mainly involving boys, including some of those in upper Key Stage 2. The headteacher has worked systematically at addressing and overcoming the problems she inherited in regard to inappropriate behaviour. A new policy was formulated from the outset of her appointment and standards of behaviour are improving as a result of this firmer stance. This has been noted by some parents, but there is still work to be done to ensure the policy is fully implemented and effective across the school as a whole. The school works closely with those pupils identified as needing support in their attempts to behave in accordance with school policy. The two extra-curricular sporting activities are mainly taken up by Key Stage 2 pupils. A lunchtime recorder group has recently started. There are no activities provided outside of lesson for those pupils who are not inclined towards sport or music. Parents have not been consulted about the potential take up of extra-curricular activities given that nearly half of the pupils travel home at the end of the school day on the school bus or by taxi.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. As the end of Key Stage 1 and 2 groups are so small, comparisons with all schools nationally and comparisons with schools in similar contexts are not made. However a commentary on standards attained is provided.
2. At the end of 2000, standards for seven-year-olds were broadly average in reading and writing and below average in mathematics. Teacher assessments in science placed pupils below average in Key Stage 1. In the same year the standards of 11-year-olds were higher than average in English and science in comparison with those gaining Level 4 or above nationally and they were closer to average in mathematics. Inspection findings confirm similar standards by the end of Key Stage 2, but at the end of Key Stage 1, they are broadly average in reading, writing, mathematics and science. As the numbers of pupils involved in the respective year groups is 10 or lower, an evaluation of trends over time is not valid. The targets set by the school for 2000 were met in English, and in mathematics the results were lower than the targets set. An analysis was made of the end of 2000 Key Stage 2 results against pupils' prior attainment at the end of Key Stage 1, as a means of determining how much progress the year group had made over the time they were in Key Stage 2. This showed that about half of the pupils made significant progress during their time at this school and they reached higher than expected standards in their English and mathematics. Inspection findings confirm similar standards by the end of Key Stage 1 and 2, as do teacher assessments for 2001 in Years 2 and 6.
3. In the Foundation Stage of the curriculum, by the end of the reception year most children reach the early learning goals in the six areas of learning. The children have developed particularly well in their physical development, personal, social and emotional development and in their creative development. In other curriculum areas in Key Stage 1 standards are average, with the exception of art which is above average by the end of the key stage. By the end of the Key Stage 2 standards overall are above average in information and communication technology (ICT), art, design and technology and swimming, and in the other subjects they are average.
4. Overall standards of literacy are good throughout the school. The school has given high priority to improving pupils' skills in English from the outset. In the Foundation Stage of the curriculum children in reception have well developed speaking and listening skills; they link sounds to letters correctly. Most children can write their own names correctly and letters of the alphabet are usually legible. Jotters and writing equipment are used well in the Foundation Stage. In their mathematical development most children achieve the standard expected by the end of the Foundation Stage. They talk about numbers and shape, recognise patterns and can count up to ten correctly.
5. Standards of work seen during the inspection show that by the end of Key Stage 1, standards attained are average in reading and writing and above average in speaking and listening. Pupils in Key Stage 1 respond fluently and reflectively, for example when they are asked to contribute to whole class sessions. When reading, lower attaining pupils use pictures to help them read and understand stories, higher attaining pupils read fluently, often with expression, and readily talk about what they have learned. Key Stage 1 pupils write for different purposes. They can re-tell a story

giving good descriptions, as well as using their imagination to create a story of their own.

6. Writing is above average by the end of Key Stage 2. Written work is presented well and often illustrated. The reading heard in Key Stage 2 was of a high standard, being fluent and expressive. Most pupils read independently and use pictures and other strategies to self-correct when necessary or as a means of deciphering unfamiliar words. Speaking and listening skills are developing well in Key Stage 2 and older pupils are confident, for example when talking to visitors about school life. In class they offer extended answers with reasoning when discussing their work in plenary sessions, such as those at the end of a literacy or numeracy lesson.
7. Overall standards are satisfactory in numeracy. Throughout the school pupils' attainment in their mathematical work related to number, shape and space, measurement and data handling are broadly average in both key stages. Pupils use mathematical vocabulary and language appropriately. In art and design, information communication technology (ICT) and design and technology in Key Stage 2 numeracy skills are consolidated particularly well and developed further as a part of curriculum planning.
8. Since the last inspection in 1997 the school has improved its long and medium term planning so as to ensure that all pupils make progress, including those with special educational needs. Learning activities are better matched to the capabilities of individual pupils in the core subjects of English, mathematics and science. Pupils with special educational needs are carefully assessed. Targets are set and reviewed as a part of their individual education plans. They make good progress in relation to their prior learning, particularly in relation to literacy and mathematical development. Standards overall have improved in ICT, being above average by the end of Key Stage 2. Good use is made of ICT in other areas of the curriculum. Pupils are encouraged to use ICT outside school and a loan system is available, where needed, for pupils to borrow portable computers.

Pupils' attitudes, values and personal development

9. Pupils have positive attitudes; they are eager to learn and to be taught and enjoy working on their tasks. This reflects the good teaching and relationships throughout the school. Pupils' confident approach to tasks set results in good quality work. Pupils are observant, attentive and work well together both in groups and individually.
10. Standards of behaviour and discipline are satisfactory. In the foundation years behaviour is good, but in Year 6 some disruptive behaviour by a small number of boys was observed. Pupils are polite, courteous and friendly to each other and to adults; they show patience, tolerance and maturity in many situations, for example in the dining room where older pupils help younger pupils. No aggressive behaviour to other pupils was seen. Pupils are happy to share equipment and they take care of school property. There has been one permanent exclusion and four fixed term exclusions during the last school year.
11. Pupils with special educational needs are willing to learn and they make good progress. For many their targets for improvement relate to aspects of personal development including behaviour. With very effective support from staff they increase their confidence, self-esteem and ability to contribute significantly to lessons.

12. Personal development and relationships are satisfactory overall. Pupils take advantage of the opportunities provided to exercise responsibility. When given the opportunity to take on the role of monitor, for example, they show enthusiasm and willingness. Duties involve acting as library assistants, table leaders and equipment monitors. Pupils respond well to the system of rewards and certificates for achievements in academic, sporting and social areas. The range of provision for taking on additional responsibilities prepares pupils for mature citizenship.
13. Attendance is excellent and there is no unauthorised absence. Pupils come willingly to school and parents ensure their children arrive punctually. Lessons begin promptly, now that the school has introduced a more efficient approach to the management of the school day.

HOW WELL ARE PUPILS TAUGHT?

14. The overall quality of teaching is good. No unsatisfactory teaching was seen in this inspection. This is an improvement since the time of the last inspection when 90 percent of teaching was satisfactory or better and ten percent was unsatisfactory. All teaching within Key Stage 1 is at least satisfactory or better and 78 percent of it is good or very good. Within Key Stage 2, 50 percent of teaching is good and in eight percent of lessons it is very good. This high proportion of good or better teaching is a particular strength of the school and has a good impact on the way all pupils learn and the progress they have made in all three stages of the curriculum. The school now has a systematic programme to improve teaching in literacy and numeracy through the observation of lessons and in the provision of written reports to teachers on their teaching performance. The quality of teaching for children in the Foundation Stage is good; all the lessons observed were of a good quality. The teacher plans carefully for the children to experience the full range of the areas of learning towards the early learning goals. Very effective planning of lessons and organisation of resources enable the children to work confidently.
15. In all lessons the teaching of literacy is at least satisfactory, 60 per cent is good and 20 per cent is very good. It is planned to meet the structure of the literacy hour. The teachers show good subject knowledge in the way they plan and discuss the subject. They are technically competent in teaching the basic skills. Teachers have a secure knowledge of how to teach phonics, and progress in reading is good across the school. They use the guided section in the literacy hour effectively so that the pupils are confident writers. There has been a purposeful start to the implementation of the numeracy strategy. Very effective questioning matched to the capability of the pupils is a strength of the teaching in mental work. The teachers give the pupils strategies such as doubling and doubling in order to recall multiples of four.
16. Across the school, where teaching is very good, teachers have good subject knowledge. Resources are imaginatively planned to make demands on pupils so that they extend their learning. Challenging questions are used to consolidate and increase what pupils know and understand. For example, when studying the text of a mystery story, 'The Earl with Red Hair', pupils were asked to imagine what happens next. The teacher challenged the pupils to assess if the suggestions were credible. Teachers provide warm and purposeful encouragement so that each pupil knows that their efforts are valued. As a result, pupils work very hard to please their teachers. Pupils know exactly what they have to do and the time in which they have to do it. They are told how well they have succeeded by the end of the lesson. All the pupils are effectively involved and work enthusiastically for extended periods of time.

17. In these very good lessons teachers maintain a lively pace by quick-fire questioning so that pupils' attention is maintained. For example, a teacher with a good sense of humour and an energetic approach to the subject, made the lesson fun, asking "Are you good at that?" As a result pupils tried hard and had confidence in their own ability.
18. Teachers set good examples in the way they speak to and support individual pupils. There are good links with other subjects, for example between English and ICT, art and religious education and geography and mathematics. Support assistants are well used to help provide appropriate assistance to individuals and groups. Pupils with special educational needs are included in all the work of the school. They are taught well, enabling them to make good progress. In the best lessons, higher attaining pupils are challenged well.
19. In the less successful lessons teachers have to work hard to hold the pupils' interest. For example, in a music lesson a group of Year 6 boys disrupted the lesson by misusing the musical instruments. In some cases objectives of the lessons are not always clear and some pupils are slow to start work. Occasionally, sufficient time is not planned at the end of the lesson for effective feedback. Weekly plans do not focus sufficiently on using assessment to help with future planning.
20. All staff are aware of the individual needs of their pupils and provide appropriate help. Relationships between teachers and individual pupils are good and, as a result, most of the pupils work well.
21. Homework is set regularly in English and mathematics and in other subjects from time to time. Arrangements are made for pupils to read regularly at home. Pupils' work is regularly marked. Teachers' comments are positive and supportive. Towards the end of Key Stage 2 pupils are given clear targets on what they need to do to improve.

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

22. The school provides a broad, balanced and relevant curriculum which meets all statutory requirements and reflects the aims and objectives of the school.
23. The quality and range of learning opportunities is good in the Foundation Stage of the curriculum, and satisfactory in Key Stages 1 and 2. Particular strengths are the provision for pupils with special educational needs and strategies years so that they make good progress. Strategies used for teaching literacy skills are very effective in improving the quality of teaching and learning. Contribution to pupils' learning by the community has contributed to standards achieved, for example, the school Friends Association is extremely active in arranging a wide range of social and fund raising activities to assist the school and has provided funds for the outdoor play equipment and the Millennium library. A former parent visits the school to give piano lessons to number of children. The school recognises that several of the non-core subjects need review and input, to reflect the Year 2000 curriculum.
24. The curriculum at both Key Stages 1 and 2 covers all areas of the National Curriculum and the Locally Agreed Syllabus for religious education used by the school. The school gives priority to the teaching of literacy, numeracy and science. The good planning and training for the National Literacy and Numeracy Strategies have ensured good progress in these two very important areas of the curriculum.

25. The curriculum successfully promotes pupils' intellectual, physical and personal development and fully prepares pupils for the next stage of education. The school has very good links both with the local playgroup and the secondary schools. The secondary schools make sure that the pupils are kept together in friendship groups so that the move is as smooth as possible.
26. Personal, social and health education is actively promoted throughout the school. The school governors have suitable policies for sex education and drug awareness. After much discussion and consultation, the governors adopted a policy based on the ITV sex education programme, 'Living and Growing'. Attention to education about drugs is taught through the 'Drugs Awareness Resistance Education' project known as DARE. These programmes encourage pupils to take responsibility and to develop an understanding of living in the community.
27. The school makes good provision for the teaching of cross-curricular issues, such as citizenship and environmental education. During the inspection, opportunities to study these areas of the curriculum were observed in lessons discussing the erosion of the village green.
28. Strategies to ensure that all pupils have equality of access to the planned curriculum are securely in place. Governors are aware that the Equal Opportunities policy is out of date and is in need of reviewing. The school has not yet drawn up an Inclusion Policy. 'Equal Opportunities' is a section in subject policies where they exist. The curriculum is matched to the needs of the pupils so that all pupils have access to its provision. The attainment of different groups of pupils is identified. Group work is differentiated so that low and high attainers achieve as much as they are capable of. Pupils not learning sufficiently well are assessed and targets set. Recently acquired suitable reading material encourages boys to read. However, the school is a mono-cultural society and opportunities are missed to prepare pupils for living in a diverse society.
29. In accordance with the Special Educational Needs Code of Practice, pupils who are having learning difficulties are given an individual learning programme, which is agreed between the class teacher, the SEN co-ordinator and the pupil's parents. If outside help is required, the local education authority Learning Support Service will offer advice and support. A special educational needs policy is in place, but in need of updating, when a new national Code of Practice is introduced this year. The school's actions to raise standards of pupils who are under-achieving are effective and working well.
30. All subjects have an appropriate co-ordinator. Policies are in need of updating to meet the requirements of the 2000 National Curriculum. Schemes of work need to be drawn up to cover the programmes of study in the subjects. The school has successfully implemented the National Literacy and Numeracy Strategies, including the planning and assessment. Long term planning is for two years in science and the non-core subjects, except for history and geography which have a four year plan. However, these planning arrangements need developing so as to include assessment, as a means of monitoring progress for all pupils. Precise time-tabling arrangements for all subjects are required in order to ensure coverage of the schemes of work. Time allocated for religious education and information and communication technology is low.

31. The range of provision for extra-curricular activities is limited, which is a concern for several parents. However, the two after school sporting activities of football and netball, which are mainly taken up by Key Stage 2 pupils encourages positive attitudes to sport in order to lay the foundation for a healthy lifestyle. A friend of the school also provides football coaching. Music is offered through peripatetic music teachers, giving tuition in violin, cornet, flute, clarinet and piano. Parents have agreed to pay for this tuition. Recorder lessons are now offered in the dinner hour, by a classroom assistant. Support for learning outside the school day is provided by homework.
32. Parents make a significant contribution to the extended curriculum provided by the school. Skills that parents can offer include pottery, baking and crafts. Visitors include speakers, musicians and drama groups. The local vicar is a frequent visitor to the school. She regularly leads school assemblies, enabling the pupils to appreciate the importance of Christianity as the basis of beliefs and values.
33. The school provides pupils with the knowledge and insights into values and beliefs so that spiritual development is good. In religious education teachers lead discussions on the Christian Church. When talking about baptism the pupils knew about Jesus' baptism and its importance to Christians. The pupils reflected on how they would feel at a baptism. Through literature and poetry they experience feelings of awe and wonder. Listening to music gives the pupils opportunity to reflect. Teachers encourage pupils to talk and write about special things. The School Creed teaches that: 'love and contentment fills the school'.
34. Provision for pupils' moral development is good. The school has a new behaviour policy with clear guidelines on what is acceptable behaviour and what is not. Good behaviour is rewarded with individual stars for the class book. This work is recognised and used as a part of the personal and social development circle time sessions where pupils sit together in a circle to share their views and achievements. 'A Book of Guidance' written by the pupil, is displayed in the entrance hall. Targets such as, 'Don't just do it, do it right' are displayed in the corridors. Staff are good role models, but there are no male staff in the school.
35. Provision for pupils' social development is good. Opportunities are given for pupils to work in groups. Photograph albums show pupils sharing in activities. Dinner times are pleasant social occasions where 'family service' is provided. The older pupils serve their table and encourage conversation. Sharing assemblies provide social occasions when parents and visitors are welcomed into the school. In their final primary year pupils are given the opportunity to spend a week together at Humphrey Head residential outdoor centre in Cumbria.
36. The planned provision for pupils' cultural development is satisfactory. In geography the curriculum is planned so that pupils explore their local environment, as well as looking at various countries and cultures around the world. The history policy ensures that pupils learn about change through time, in English society, as well as considering some other societies and cultures in the past. Opportunities are given to study art, music, literature and poetry. However, although pupils develop a satisfactory understanding of people and places around the world, there are limited opportunities for pupils to appreciate and understand the richness of a multi-cultural society. The quality of display throughout the school is good and this significantly enriches the learning environment.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school takes good care of its pupils. They are made to feel safe and secure within a calm, disciplined atmosphere. Staff know the children and their families well and show a good understanding of their emotional needs in school, home and within the community. The quality of learning is enhanced well by this support.
38. Child protection arrangements are in line with local procedures. This is an improvement on the 1997 inspection. The headteacher is the designated member of staff and all staff are aware of the procedures and the need to be vigilant. Some parents reported that they are unaware of the child protection policy and child protection arrangements. The Child Protection policy has recently been reviewed and the draft policy has yet to be ratified by the governors. The school maintains good links with the support agencies. Appropriate first aid and fire procedures are in place. A comprehensive health and safety policy is in place but full risk assessments have not been carried out.
39. The area that is not yet sufficiently developed with the exceptions of English and mathematics in regard to the care of pupils is in the systematic use of assessment to guide curricular planning and to ensure that learning opportunities are matched to individual needs in all subjects. Procedures for assessing pupils' attainment and progress are not consistent. Pupils are assessed on entry to the reception year and continuously throughout Year 1. This is a good example of how assessment should be used, as a rigorous means of guiding planning and meeting individual learning needs.
40. Procedures for monitoring and improving attendance are excellent and, they are a contributory factor towards the high rate of attendance in the school.
41. Following the appointment of the new headteacher, the school has put in place improved systems for promoting good behaviour. No bullying was observed during the inspection. A system of rewards and sanctions is understood and accepted by most pupils. On occasions, some pupils do not conform to the behavioural code of conduct. When this happens the school works closely with them by reinforcing the need for good behaviour at all times. If a pupil's name appears in the Behaviour Book three times within a short time scale for particular misbehaviour or a combination of several incidents, parents or carers are notified informally by the class teacher. If this does not resolve the situation, a formal meeting is arranged between parents or carers and the headteacher.
42. Pupils with special needs are regularly assessed and information is recorded to help identify their current attainment. This information is used effectively to provide suitable tasks. The learning support assistants working with pupils with statements keep detailed records to ensure that the tasks provided are relevant to their present needs. This work is undertaken in close co-operation with teachers.
43. Procedures for monitoring academic progress and personal development are satisfactory. Induction procedures for reception age children are good and the lack of a designated outside play area is to be addressed. Arrangements are in place with local secondary schools to enable the smooth transition to secondary education.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Relationships between the school and parents and carers are good. Parents are welcomed and are encouraged to visit and to help in the life and work of the school. The Friends of Ravensworth School provide substantial support through fund-raising and organising social events. Recent initiatives include the new millennium library, classroom blinds and carpeting within Class 2.
45. Induction arrangements are in place to support parents and ease children's start in the reception class. Good links exist with the local playgroup. The involvement of parents in the work of the school makes a good contribution to pupils' learning.
46. The information provided by the school is comprehensive, easy to read and accessible to parents. Regular newsletters and the governors' annual report keep them well informed of school activities. Parents' evenings provide very good opportunities for consultation and teachers often meet parents at the beginning and end of the day on an informal basis. About half of the Home School agreements are in place and reading records are used effectively to enable parents and teachers to monitor progress. The annual reports sent to parents cover all the subjects of the curriculum. They are well written and helpful and contain suggestions about how parents might help their child to improve.
47. The response to the pre-inspection questionnaire and the parents' meeting indicated that the parents were happy with the quality of teaching and the standards achieved. They were comfortable with the approachability of staff and their response to their questions or problems. Behaviour was a concern for a significant number of parents.
48. Inspection evidence of in discipline by a few older boys would partly support parents' views. Behaviour is good in the foundation years. Several parents commented that the extra-curricular activities are mainly restricted to pupils aged seven to eleven. The school has not ascertained from the parents the possible potential take up if additional activities were provided. Inspection findings confirm that the school is complying with the national guidelines with regard to homework provision.
49. The parents of those pupils with special educational needs are appropriately included in their child's learning review and kept well informed. All statutory procedures which relate to the Special Educational Needs Code of Practice and the National Curriculum are in place.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher, who was appointed to the school in September 1999, has ensured a clear educational direction in pursuit of the school's aims, which are detailed in the school prospectus. The school is successful in providing children with firm foundations for the future. The established Christian ethos of the school is very positive and a high profile is given to the School Creed during assemblies. During her time at the school the headteacher has led by example, taking a key lead in the development of a strategic school improvement plan. Key priorities identified include improving pupils' behaviour throughout the school and reviewing the homework policy. All members of staff work closely together; they pursue the aims of the school to good effect, supported by training. They are informed well about their respective roles and responsibilities. The school is fully committed to performance management and a policy was put into place as required in the autumn of 2000. Performance management objectives and time scales for review in this first cycle are fully in place.

The overall leadership by the headteacher and key staff is very good and a strength of its work.

51. The governing body fulfils its legal responsibilities as required, supported by training for governors. The governors are informed well by the headteacher in her reports to the governors. The headteacher and chair of governors share the findings of the formal monitoring and evaluations of teaching and learning in English and mathematics. Governors with curriculum and aspect responsibilities, including literacy, numeracy and SEN, meet with staff to develop action plans. Some governors have visited classrooms but the findings, for example of literacy and numeracy visits, are not formally recorded or reported back to the governing body as a whole. Working parties and sub-committees of the governing body can seek to implement school action plans. The governing body are not yet sufficiently involved in determining the strategic direction of the school, but there is a commitment to improving the school. The support given to the staff by the governors during several staffing changes is seen as being invaluable.
52. The provision for special educational needs is managed well by the special needs co-ordinator (SENCO). Administering the provision and providing support for staff is conducted efficiently despite the SENCO having full-time responsibility for a mixed age Key Stage 1 and 2 class and leading and managing the school as headteacher.
53. Key emphases of the school improvement plan are the promotion of high standards in numeracy and literacy, in particular writing, the improvement of behaviour throughout the school and reviewing the homework policy. The last inspection judged that strategies needed to be developed to improve the behaviour among some pupils in Key Stage 1, as they were having a disruptive effect on learning and the progress made by the majority of pupils in this key stage. Following early monitoring of behaviour at the outset of the headteacher's appointment the behaviour policy that was in place was reviewed. As a consequence, a revised behaviour policy and anti-bullying policy was formulated and ratified by the governing body. These policies are being monitored and evaluated following their implementation. In accordance with the school ethos, the school is committed to promoting mutual respect between individuals in partnership with parents and pupils. Subject co-ordinators have formally monitored teaching and learning in literacy and numeracy sessions. There was also a thorough analysis made of pupils' English work. Teachers are helped to analyse and draw on those approaches that work best with pupils and take action to secure improvement where needed, for example, in the management of pupils. There has been no formal monitoring of the curriculum, teaching and learning in the other subjects of the curriculum. This was identified as an area for action in the last inspection report of 1997. A planning review in Spring 2001, has identified areas for improvement including short term lesson plans and the addition of a column within the weekly plans that recognises the use of ICT within the subjects of the curriculum.

54. The school has more recently begun to analyse pupils' Key Stage 2 performance data as a means of measuring the progress made during the time pupils are in this school. Comparisons are made with national averages in the core subjects of English, mathematics and science in terms of attainment and attendance. There are imbalances in the number of boys and girls in some year groups, but analysis by gender has not been conducted.
55. Staffing matches the demands of the curriculum and pupils' needs. However, the headteacher, who has a full time class commitment of Year 2 - 4 pupils and co-ordinates five curriculum subjects and SEN, has no regular non-contact time. The school is planning to appoint a part- time teacher to alleviate this situation. There is a good mix of experience amongst the teaching and non-teaching staff. There is an effective system of support for staff new to the school. Newly qualified and initial teacher training students are inducted effectively. The school is an effective provider of initial teacher training an initiative introduced by the headteacher on her arrival to this school. The school has forged links with the University College of Ripon and York St. John's. Professional development systems are in place and good attention is given to formally evaluating the professional development of all staff. Activity targets following training are set by teachers and the outcomes of these evaluated to inform school improvement planning.
56. The accommodation is adequate to deliver the planned curriculum but there are shortages in storage space and the only available small non-teaching space acts as the headteacher's office, staff room and the school office. A feasibility study is currently being conducted on behalf of the governing body to ascertain how available space can be used more effectively. The space and resources for the Foundation Stage of the curriculum were reviewed and improved as a part of the governing body action plan following the 1997 inspection. There is still no designated secure outside play area for pupils in the Foundation Stage of the curriculum. This is still recognised as a priority within the current school improvement plan as funding allows.
57. The school uses its available resources efficiently. It plans and manages the budget well to meet its educational objectives. The quality of financial planning, which is linked to the school improvement plan is good. The four-year plan is a comprehensive document which supports the checking of progress made towards the achievement of educational priorities. Specific grants are used appropriately for their designated purposes. The school has, through the effective finance committee of the governing body, reviewed cost effectiveness and made savings wherever possible. Expenditure is carefully monitored and governors receive regular reports through the finance committee. The principles of best value are applied constantly. Day-to-day administration is efficient and good use is made of ICT. A recent audit confirmed sound financial controls. The school has started to formulate an inventory. Although unit costs are above average in running this small school, it continues to provide good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to sustain the many qualities that are a part of the school and to develop further its commitment to raise standards, ensure that all pupils achieve their potential and be an improving school , the headteacher, governors and staff should focus on:
- Implementing the planned programme to provide the headteacher and subject leaders with appropriate time to monitor and evaluate; the teaching in their subjects and its impact on learning at classroom level and; where the curriculum is planned to cover a two or four year cycle; monitor that it retains breadth and progression;
(paragraphs 30, 53, 55, 108, 118, 123, 129, 141, 147)
 - Reviewing subject policies where they exist and updating all subject policies to reflect the requirements of the Year 2000 National Curriculum, and matching the national schemes of work more closely to the school's circumstances and timetabling arrangements;
(paragraphs 20, 30, 113, 118, 129, 141)
 - Continuing to actively implement the revised discipline policy inside and outside of classrooms so as to ensure the behaviour of all pupils is of the expected standard;
(paragraphs 10, 19, 41, 47, 48, 107, 138)
 - Establishing whole school procedures for assessing pupils' attainment and progress and the use of assessment information to guide curricular planning;
(paragraphs 19, 39, 54, 99, 135, 147)
 - Reviewing short term planning, including on a day-to-day basis, so as to ensure that precise learning objectives are identified and the use of ongoing assessment is recognised in science, the non-core subjects and religious education.
(paragraphs 19, 39, 106, 107, 112, 135, 147)

OTHER ISSUES WHICH SHOULD BE CONSIDERED

The facilities for outdoor play activities for children in the Foundation Stage of the curriculum;
(paragraphs 56, 60, 67, 69)

The strategies for teaching pupils about living in a diverse society as a part of the school's provision for educational inclusion;
(paragraphs 28, 36, 112)

Fully conduct risk assessments as a part of the health and safety policy.
(paragraphs 38, 118, 129, 141)

The school has recognised in its school improvement plan the need to begin to monitor and evaluate teaching in the other subjects of the curriculum now that this has been carried out for literacy and numeracy. Visits to classrooms will be conducted as a part of the Performance Management policy. Recognition is given within the longer term development plan for updating subject policies. A revised discipline policy has been formulated, but the school recognises that there is still work to be done to ensure that all pupils fully conform to the behaviour Code of Practice and the standards expected of them. The school is committed to increasing opportunities for outside structured play for younger children, and subject to funding, including support from the community, improved provision is planned for the future.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	62	30	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	77
Number of full-time pupils known to be eligible for free school meals	N/a	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	N/a	3
Number of pupils on the school's special educational needs register	N/a	12

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	7
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	2.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

As there are 10 or fewer pupils in the 1999 and 2000 year groups, test data has been excluded from the report.

Attainment at the end of Key Stage 1

Attainment at the end of Key Stage 2

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	68
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	4	1
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 – Y7

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	25.6
Average class size	25.6

Education support staff: YR – Y7

Total number of education support staff	4.0
Total aggregate hours worked per week	78

Financial information

Financial year	2000
----------------	------

	£
Total income	169122
Total expenditure	170888
Expenditure per pupil	1906
Balance brought forward from previous year	4410
Balance carried forward to next year	2644

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	77
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	0	0	0
My child is making good progress in school.	48	48	3	3	0
Behaviour in the school is good.	29	49	15	5	2
My child gets the right amount of work to do at home.	34	39	20	2	5
The teaching is good.	56	32	5	0	7
I am kept well informed about how my child is getting on.	51	39	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	68	27	5	0	0
The school expects my child to work hard and achieve his or her best.	63	29	5	2	0
The school works closely with parents.	50	40	8	0	3
The school is well led and managed.	66	20	5	0	10
The school is helping my child become mature and responsible.	53	30	5	3	10
The school provides an interesting range of activities outside lessons.	13	44	23	10	10

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

59. Children are admitted to the school at the start of the school year in which their fifth birthday falls. At the time of the inspection 14 children were under six years of age. Good provision is made for children when they begin school. Children and their parents visit the school as a part of the school's induction programme. There are strong links with the local playgroup which many of the children have attended. The playgroup passes on profiles of these children. Parents receive an induction pack and a leaflet on Starting School. They are invited to fill in a booklet with their child, entitled 'I am Special'. On entry the children are assessed using the North Yorkshire Local Education Authority baseline assessment system. This shows that most children are attaining the expected standard when they enter the school in their literacy, numeracy and personal and social development. An individual profile map recording personal, social, emotional and personal development is kept alongside. Parents are given information on the results and the children's progress from the outset.
60. Overall, the provision for children in the Foundation Stage is satisfactory and children make good progress. Though the children in the Foundation Stage share a classroom with Year 1, accommodation and resources are satisfactory. By the time they enter Year 1, a significant number are at the standard expected in the six early learning goals. However, there is no equipment for outdoor play and no playground area designed for this area of work. The school has recognised this as a priority in its latest School Development plan. Funding has been allocated to improve resources since the last inspection. An outdoor play area with a range of small and large equipment is planned for. Friends of Ravensworth School are also working to support this initiative.
61. All the teaching observed in the Foundation Stage is good overall. Particularly with regard to the development of the children's language skills. Children learn effectively in the six areas of study.
62. Improvement since the last inspection is noteworthy. It is seen in the adoption of the early learning goals. The children are following the Stepping Stones laid out in the national guidelines and by the end of the Foundation Stage most children are able to follow the National Curriculum. Resources have improved considerably and better use has been made of available space. Teaching and learning in the Foundation Stage is now a strength of the school.

Personal, social and emotional development

63. Most children make good progress in their personal, social and emotional development. Staff working with the children are very caring, supportive and encouraging. They are very good role models, listening with genuine interest to what the children have to say and always prepared to spend time talking to the children. This promotes children's self esteem and confidence. The children are very independent. They can work alone and in small and large groups. Good and often very good personal relationships are built up between adults and children. Almost all the children manage their own personal care. They know and understand routines and are willing to share in organising materials and in tidying up. Children understand

what is right and what is wrong and know that people have different needs. By the time the children complete the Foundation Stage of the curriculum they have attained the early learning goals in this area of work.

Communication, language and literacy

64. Speaking and listening skills are well developed. The children learn to listen well. They enjoy listening to nursery rhymes, stories and music. When the teacher read the story of 'Fran's Flower', they responded by talking about the pictures, answering questions and retelling the story. They use language to imagine and make up role play. In carpet times, the children can speak clearly when they are telling their news and they learn to listen to others and to take turns. The children are taught to recognise the initial and final sounds in words. They can link sounds to letters and name and sound the letters of the alphabet. Lists of words starting with the same letter are displayed on the wall. The children read the Big Books together and many can read familiar and common words and simple sentences on their own. They enjoy looking at books in the book corner and know how to handle a book, read from left to right and from top to bottom. A writing centre in the classroom encourages them to write stories and this they do readily. Most of the children can write their own name and many enjoy making picture stories in strip books. Jotters and a wide range of writing equipment are well used, and they know how to hold a pencil when forming letters, of which many are correctly formed and legible. In this area of work the children progress well and they achieve the standard expected at this age.

Mathematical development

65. Mathematical development is satisfactory. Goals in the Foundation Stage of the curriculum are aligned with the key objectives of the National Numeracy Strategy. The children make good progress in acquiring the language needed to talk about numbers and shape. They understand numbers up to ten and write most of them correctly. The children enjoy playing racing games, throwing a dice and counting the moves on their tracks. They understand 'more' or 'less', 'greater' or 'smaller' and 'heavier' and 'lighter'. In role-play in the 'garden centre' the children buy and sell goods and know how to give the right amount of money according to the price list. Labels such as '4' in their water tray gave the children knowledge of the real value of number. The children can recognise patterns. Target cards on the wall ask the children to finish the sequence. The teacher provides activities to help the children learn about measurement. For example, the children have found how tall they are on the height chart. In the making of sunflower collages, they considered shape and space when adding colourful paper. At the end of the Foundation Stage they are achieving the standard expected from children aged five.

Knowledge and understanding of the world

66. Children's knowledge of the world is satisfactory. They investigate objects and materials. They can handle different materials such as water, sand, textiles and papers and describe their properties. They know that things can be changed. For example, they mixed dry paints and added water to change the colour. They planted seeds in different ways to find the best way: on paper or in compost, adding water or not adding water, in the dark or in the light. The children understand the passage of time. They keep a weather chart to learn about the weather. The children build and construct with a wide range of objects and materials. In growing sunflowers, the children learnt that plants are living things which grow and change. The children find

out the uses of technology by using the computer and by programming the roamer toy. In this area of work teaching and progress is satisfactory. The children are on course to achieve this early learning goal.

Physical development

67. Teaching is very good in this area of work so that the children make good progress in physical development. They enjoy running, hopping and skipping in the playground. They are aware of space and can avoid banging in to one another. When running they can move in one direction and change direction. They have control to stop and form a shape. Using small games equipment, they develop throwing, catching and balancing skills. However, the lack of outdoor play prevents the children from developing climbing, sliding, jumping and balancing skills on high-level equipment. The children develop fine motor skills in handling tools, objects and materials. In the lessons seen their achievement is above that is expected from children aged five.

Creative development

68. Creative development is good overall. By the end of the Foundation Stage the children can draw, paint and colour. They learned about Van Gogh's painting of sunflowers from a print. They chose and used a variety of papers and textiles to create a colourful collage of a sunflower. They had earlier made a beanstalk of leaves, painted and decorated with papers, materials and seeds. They have all made flowers out of felt, with the petals, stem and leaves sewn onto a back-cloth. The children use their language skills in creative play in the 'garden centre' and by acting the story of Jonah and the Whale. They enjoy listening to music and joining in singing. Children use their imagination in art and design, dance and drama. They make good progress in this area of work. By the end of the Foundation Stage they are on course to achieve this early learning goal as a result of the quality of the teaching.
69. The early years co-ordinator has successfully implemented the six early learning goals of the foundation curriculum. The children are following the guidelines and learning through play. Topics are planned in the two-year, long term planning to cover the steps in the guidelines. Strengths in the Foundation Stage are planning, assessment and meeting the individual needs of the children. Information and communication technology is used well to consolidate the work done in reading and writing. Programs include 'Learning Ladders'. Areas identified for further development are an improvement in quantity and the quality of resources and provision of an outdoor play area with large and small equipment.

ENGLISH

70. In the 2000 tests for English for seven-year-olds the school's results in reading and writing were broadly average. There has been a steady improvement in standards, especially in writing. At age eleven in the 2000 end-of-year English tests, pupils' standards were higher than average. The results for writing were high. Evidence gathered during the inspection reflects that standards continue to rise across the school and are now close to those expected for seven-year-olds and above average for eleven-year-olds. No comparisons are made with all schools and with similar schools, as over the last four years each group of 11 years olds has been of ten pupils or fewer, which is too small for drawing valid conclusions

71. Results for the 2001 tests are not yet available, but teacher end-of-year assessments indicate a substantial improvement in reading, with pupils aged seven working close to the standard typically found for their age. Assessments for eleven-year-olds show expected results above the national average.
72. There are differences in levels of attainment by gender for pupils aged eleven. Girls performed better than boys in the 2000 national tests and in the tests in previous years. However, as only a small number of pupils took the tests, a judgement cannot be secure.
73. The school works very hard to help pupils improve their language skills, through planning high levels of language enrichment. Pupils with special educational needs make good progress and clearly benefit from the good provision and the support from the classroom assistants.
74. Pupils in Key Stage 1 enjoy listening to and using spoken and written language. They are able to respond fluently and reflectively when they are asked to contribute. The teachers use every opportunity to develop vocabulary. The pupils listen carefully in the literacy hour and make worthwhile responses.
75. In the Key Stage 2 classes, the pupils are able to offer extended answers and to report back to the class on their work. They are self-confident in talking to visitors on their feelings about the school. When discussing the erosion of the village green, in a lesson on the environment, pupils led discussions and offered opinions. The teachers choose subjects that appeal to the pupils, and as a result they are keen to ask questions.
76. Overall, attainment in reading at Key Stage 1 is close to that typical of pupils who are seven years old. Lower attaining pupils use the pictures to help them to read. They can read simple passages and talk about the story. They can recognise familiar words and use their knowledge of the sounds of the letters. The highest attaining group can read books and pass opinions on them. The pupils choose books from the graded boxes and particularly enjoy the 'Mammoth Story Books'. They read accurately and fluently and use all the strategies they have, such as knowledge of phonics and grammar, to recognise unfamiliar words. They respond to stories and appreciate humour. In reading aloud the pupils use punctuation marks to enable them to read fluently. The pupils can locate books in the library, using their knowledge of the alphabet. They can identify the contents and index.
77. In Key Stage 2, overall, reading is very good. It is well above the standard expected from pupils of the same age. The few pupils still having difficulty choose a wide variety of texts, preferring non-fiction books. They can read independently and use the pictures and other strategies to self-correct and to read unfamiliar words. The majority of the pupils can read fluently and with expression. They read with enthusiasm and can talk about their favourite authors, such as J.K.Rowling and Anne Fine. The pupils understand the events and ideas in the story. They can relate to different characters and refer to the text to justify their views. The pupils know how to find information from books, record it and organise reports.
78. Attainment in writing across both key stages is a strength of the school. Guided writing in the literacy hour is used well to improve pupils' writing.

79. In Key Stage 1 pupils can re-tell a story with good descriptions. They can write for different purposes. They enjoy personal writing and making up their own stories. Good resources are provided to help the pupils. Word banks, suggestion cards, targets and dictionaries are available. Word work improves spelling, punctuation and grammar. Less able pupils can write two or three sentences using a dictionary. Pupils are encouraged to develop stories from the Big Books. In a lesson on 'The Girl with Red Hair' a group of pupils used character suggestion cards to write "What happens next?" Pupils can join sentences using connections. They enjoy writing their own mystery stories, with titles such 'A Silver Locket.'
80. Writing in Key Stage 2 is well above the standard expected from pupils of this age. An examination of a sample of English books showed a wide range of extended writing. The work is well presented and often illuminated. Subjects include letter writing, letters to pen friends and fairy tales, 'Snow White and the Seven Dwarfs' from the Queen's point of view, 'The Lady of Shallot' re-written in prose, poems on 'Precious Things' and 'Red Nose Day'. Lyrics with social and cultural meaning were explained well in the work based on 'Imagine' by John Lennon. Descriptive writing in the books contain well chosen adjectives such as in 'dazzling black,' 'lush green grass'. Writing is reflective, for example: "I wouldn't like to be friends with Alice, because in the text she is rude". Pupils can write notes from information books. Vocabulary is well extended. Using the text. 'Everyone likes a good story', pupils learned to make a letter more persuasive by using rhetorical questions and strong words such as 'constant'. Planning includes story reminders (beginning, middle and an end), sign-posting, for example: 'man walking>finds a book>takes it home', lists of helpful words, such as antonym – birth/death, and features of a legend.
81. Marking highlights correct and incorrect punctuation. Capital letters, full stops and question marks are used accurately. High attainers can use correctly commas, apostrophes and inverted commas. Pupils can write complex sentences including clauses, and connectives. They also form paragraphs correctly. Good marking tells the pupils, 'to decide on a focus', read through your work to check it makes sense.
82. Handwriting is taught throughout the school. By Year 2, pupils are introduced to the school's joined style of writing, By the end of Key Stage 2 handwriting is joined, legible and consistent. Hand writing books contain good examples of individual targets for improvement.
83. In Key Stage 1 pupils learn to write every letter of the alphabet. They progress to spelling three letter words correctly and use phonics to help them to spell longer words. Teacher assessments at the end of Key Stage 1 show that the pupils are attaining the standard expected of pupils of this age. Spelling at the end of Key Stage 2 is usually accurate including long words with regular patterns.
84. Pupils benefit from doing homework to reinforce and/or extend what is learned in school. The homework policy sets out the amount of homework for each class in English. Homework is effective in contributing to standards in English.
85. Behaviour is good in lessons. In both key stages pupils listen to the teachers, respond well in lessons and work co-operatively in groups. They are confident in joining in discussions and can report back on their work at the end of the lessons. Pupils work hard. show enjoyment and concentrate well.

86. Overall, the quality of teaching observed in English lessons was at least good, with a third being very good. Teachers use the literacy sessions to good effect. In Key Stage 1, lessons are very well planned so that pupils develop an understanding of words, sentences and text. Teachers choose topics that appeal to the pupils so that they are keen to learn. Pupils' different language needs are taken into account by effective questioning matched to the abilities of the pupils. For example, in a lesson, using the text, 'The Girl with Red Hair', very effective questioning stretched the pupils to think reflectively about the story. Challenging teaching enabled the pupils to consider whether what happened next in the story was credible. Resources are well organised and lessons are well focused so that pupils know exactly what they have to do. Good use of time and pace makes the lessons challenging so that pupils enjoy the work, concentrate hard and learn effectively.
87. In Key Stage 2, the implementation and management of the literacy hour has been successful. Teachers make good use of their planning to underline what it is they want the pupils to learn. Targets for lessons are clearly displayed and shared with the pupils. Teachers experiment with different techniques for involving the whole class. For example, a flip chart was used to good effect to help the pupils improve and redraft their writing. A letter, already written by a pupil complaining to a parent about parking on the village green was displayed. Very effective questioning challenged the pupils to consider how effective the letter was. Words were changed to make the letter stronger and rhetorical questions were added to give impact. Teachers have a secure knowledge and understanding of how to teach the National Literacy Strategy and as a consequence, pupils are confident readers and writers.
88. Assessment in the subject is extensive and is used well as a means to move forward. Teachers use the assessments in the National Literacy Strategy as a base, supplemented by optioned testing at all ages.
89. The subject co-ordinator has worked successfully to implement the National Literacy Strategy throughout the school. Colleagues are formally monitored and are given written reports. Literacy has been developed well across the curriculum and good use of it is seen in the work in information and communication technology, mathematics, history, geography and religious education. Resources are very good, including an attractive library with a wide selection of fiction and non-fiction books.
90. At the last inspection in 1997 pupils at the end of Key Stage 1 were average in reading, speaking and listening but below average in writing. Spelling mistakes and some incorrect letter formation were reported. A key issue was a lack of progress in writing skills. Evidence gathered in this inspection shows that spelling is now average and letters are formed correctly. Progress is seen in writing skills and pupils are reaching standards in line with the national average by the end of Key Stage 1. Standards at the end of Key Stage 2 were reported as above average in English at the last inspection. The school has maintained this position with results being above the national average.

MATHEMATICS

91. At the end of 2000, standards for seven-year-olds were below average in mathematics. In the same year the standards of 11-year-olds were closer to average in mathematics. However, standards have improved over the last year (2000/2001). Evidence gathered during this inspection reflects that standards continue to rise across the school and are now in line with those expected for both seven and eleven-year-olds. No comparisons are made with all schools and with similar schools as over the last four years each group of 11 year olds has been of ten pupils or fewer, which is too small for drawing valid conclusions.
92. The results for the 2001 tests are not yet available. Teacher assessments for pupils aged seven show that all pupils are expected to attain the national average or exceed it. Teacher assessments for pupils aged eleven show that pupils are in line to attain the standards expected of them. Trends over time show some fluctuations in the standard achieved by boys and girls.
93. Pupils with special educational needs are included in all of the work of the school. They make good progress due to the good support provided, including that of the classroom assistants.
94. In the Key Stage 1 classes, pupils can use mathematical language and they know, understand and use symbols and simple diagrams correctly. In Year 1 pupils build slowly from recognising numbers from 20 to 100 and further. In mental methods they have speedy recall of addition and subtraction facts which add up to 20. The pupils know multiplication and division facts applied to the 2,5 and 10 times tables. Using a 100 square board they can explore and record patterns. Teachers make mathematics fun. For example, pupils made a racing game: "Who could get to 100 first?" by shaking a dice, multiplying that number by 10 and adding up the scores. Working with the teacher, pupils used cubes to make tens and units columns. The pupils recognise that the position of the number denotes its value. From a scrutiny of the work in books and displays in the classroom, it was clear that pupils understand patterns and properties of shape, space and measures. They can name and produce two and three dimensional shapes and identify reflective symmetry in common two dimensional patterns and shapes.
95. Pupils in Key Stage 2 can use and apply mathematics in areas of work across other subjects in the curriculum. They can make mental estimations to calculation and check the results. Pupils can identify and describe pattern in number of multiples of 2,5 or 10 up to 1000. They can multiply and divide decimals either by 10 or 100. Strategies are given by the teachers to the pupils in mental methods. For instance, pupils understood that when multiplying by 4, a quick method was doubling and doubling again. Pupils worked together using a CD-ROM on fractions to learn quarters, halves and five-eighths. Work in the pupils' books shows that pupils understand shape, space and measures. There are accurate drawings showing lines in millimetres. The pupils can draw angles to the nearest degree. The number of axis of symmetry in the different shapes are recorded. In handling data, pupils can read the results shown by graphs and diagrams. In Year 6, higher attaining pupils can use a calculator effectively, for example to copy and to complete a sequence.

96. Homework is given in mathematics as a means of extending class work. Older pupils also complete additional work sheets. The use of homework effectively extends what is learned in school.
97. Pupils enjoy mathematics due to the lively inter-active style of teachers. They are interested in the work and contribute well in the mental method part of the lesson. In group work they concentrate well and work hard. The pupils help each other and behaviour is good. They can work independently and are confident users of ICT.
98. Teaching was good in all of the lessons seen. The teachers are enthusiastic and as a result of this the pupils are keen to learn. Teachers have a sound knowledge of how to involve the pupils in the mental method part of the lesson. Questions are matched well to the ability of the pupils so that all of the pupils are involved. The pace of the lessons is good. Pupils know exactly what they have to do. Teachers ensure in group work that the resources are well planned and organised. The work is matched to ability so that all pupils are learning effectively. Teachers give on-going support enabling the pupils to work successfully. Warnings were given on the amount of time left within the session so that all the pupils completed their work. Classroom support assistants are well used, allowing all pupils, including those with special educational needs, to make good progress.
99. The school uses end of key stage assessment based on the National Numeracy Strategy, plus the guideline assessment in a commercial scheme. Assessments are made to inform classroom organisation, such as class grouping arrangements. Individual targets however, are not set. A range of optional tests are conducted with all year groups. Assessment in the lessons, is generally by outcome. There is no evidence on how assessment is used to inform planning on a day-to-day basis. Weekly plans do not focus on assessment.
100. The mathematics co-ordinator has worked hard to introduce the Numeracy Strategy. Colleagues are monitored and given written reports. The co-ordinator was monitored by a colleague from her previous school. Books are scrutinised for progression. Resources are good, with many being made by the teachers. The numeracy governor has observed the Numeracy lesson in all three classes. She agrees that the strategy has improved numeracy across the school. Numeracy is used across the curriculum, particularly well in art, design and technology and information and communication technology. Pupils in Year 1 can program the roamer to move in any direction.
101. At the last inspection in 1997, pupils at the end of Key Stage 1 were average in mathematics, with only a few reaching the higher level. Pupils at the end of Key Stage 2 were above average in mathematics. Evidence in this inspection shows that standards have improved in Key Stage 1 after unsatisfactory results in 1998 and 2000. Pupils are now attaining the standards expected for their age groups.

SCIENCE

102. In the end of Key Stage 2 National Curriculum tests 2000, all pupils gained the expected Level 4 or higher. No comparisons are made with all schools and with similar schools as the data for all groups is invalid due to them all being of ten or fewer over the past four years.

103. Teacher assessments placed pupils in 2000 at the end of Key Stage 1 as below average. In 2001 there has been some improvement in standards and by the age of seven standards of achievement now are broadly average. The Key Stage 2 assessments with a larger group of pupils (13) than in 2000 place pupils above average, with a greater proportion of pupils exceeding the average (Level 4). Inspection findings are consistent with this position. The school has maintained similar standards since the last inspection in 1997. Steady progress, including for those with special educational needs, has been made over time and as a result standards are higher than average by the end of Key Stage 2. There are no significant differences in attainment between boys and girls. However, in some year groups there are imbalances in the number of boys and girls.
104. Year 1, pupils describe plants accurately and know what is needed for plants to grow. Pupils' investigational skills are developing steadily. They can plan, carry out and record an experiment. Pupils in the Year 2 – 4 class, as a part of their work on forces, explored springs and made simple catapults using elastic bands to propel an object forward. Higher attainers made simple predictions about what their results might be. All ages in this class, following the making of the model, checked if their results had matched earlier predictions. Pupils have a secure understanding of common materials and they can describe texture and appearance correctly. Year 3 and 4 pupils sort materials into groups according to their properties. Work is laid out well with illustrations; for example how to make a wormery as a part of the studies of plants and animals. Written explanations are usually clear. Year 5 and 6 pupils recognised the need for fair tests as a part of their investigatory work on dissolving solids. However, some boys were not precise enough when handling materials and equipment. Too little attention was given to the task in hand with regard to modifying their approach. As a result the rate of progress made by them was slower than planned by the teacher. Work is presented in an orderly way by most pupils in the joint Year 5 and 6 class, examples being the classification of plants, food chains and the work on the permeability of rocks.
105. Older pupils' understanding of producers and consumers is a good example of the link made by them between science and design and technology. The study of changing materials led to an example of extended writing for a particular purpose namely 'Condensation saves Felix the Cat'. This was based on a national news feature about a cat who had travelled by boat from Israel to Felixstowe (England) as a stowaway.
106. The overall quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Teaching promotes sound standards overall, leading to higher than average standards attained by the age of eleven. Teachers have a secure knowledge and understanding of the programmes of study for, and the medium term planning is detailed. A two year overview is also worked out the coverage of the attainment targets for each key stage. Daily lesson planning is imprecise and assessment is not used systematically to meet individual needs and present appropriate challenges. This is of particular significance given that all classes are mixed ages and one class comprises Key Stage 1 and 2 pupils. On occasions the discipline was not firm enough when pupils came off task or acted inappropriately, in particular during practical activities. Pupils with special educational needs are integrated well and lower attaining pupils receive good support from teaching and non-teaching staff.

107. Progress was best when the subject was relevant to the pupils and engaged their interest. Year 1 were enthusiastic about their work on plants and they willingly spoke about what they had learned. Detailed descriptions were provided by Years 2 - 4 in their written accounts about the workings of their catapults; numeracy skills were consolidated as distances were recorded. Information and communication technology is used well and regularly to record results. Most pupils completed their investigation successfully in a Year 5 and 6 lesson but a few older boys acted immaturely and came off task. This hindered their progress but the rest of the class continued to work, taking little notice of these disruptions.
108. There is no formal monitoring yet of teaching and learning nor of the curricular arrangements for science. The school does not have a policy for the subject nor a scheme of work that is specific to its circumstances, although the national scheme of work has been adopted. The improvement of assessment procedures has been included as a part of the longer term school improvement plan.

ART AND DESIGN

109. Standards of attainment are above average at the end of both Key Stages 1 and 2. This is a similar position to that reported in the last inspection in 1997. At all ages pupils use a range of materials including paint, card, clay and textiles. By the end of Key Stage 1, pupils are able to explore their ideas independently when drawing and making images and artefacts. Pupils at the end of Key Stage 2 are good at exploring ideas and selecting visual and other information, including researching using CD Roms. This information is used in developing work further and good account is given to the purpose of the task in hand.
110. Year 1 concentrated well on the Van Gogh picture of sunflowers. Following discussion about the painting they mixed powder paint carefully to achieve similar colourings. In the other groups, tissue, foil and cellophane was assembled to make colourful collages. Most of the pupils in Year 1 handled pencils and crayons confidently. Year 2 -4 pupils in class 2 used tools and materials safely. Year 3 and 4 are developing a good command of specialist vocabulary. Good use was made of numeracy skills when drawing shoes or repeating patterns for tiles. The quality of the work displayed depicting Henry Moore 'look alike's' was displayed well and considerably enhanced the learning environment. The visits by a local potter enabled pupils to consider the purposes and skills of the craftsperson, including style, techniques and methods employed. The clay houses made in a previous lesson were returned following firing in a kiln. The anticipation of what they might look like was evident as pupils waited to see the outcomes of their work. Most were pleased with their houses; the brown glaze that had been added was a nice medium which they appreciated. The houses were based on direct observations of their own homes. Templates were produced, then slabs made with 'slip' as a means of joining the various faces and roof together. An evaluation was made of the completed artefacts but, as the original observations including features of the houses had not been kept, opportunity to reflect fully on these was missed.
111. Attitudes to art are positive at all ages. Comments are made orally and in writing by pupils about the outcomes of their completed work and how it could be adapted or improved. Years 5 and 6, confidently share their outcomes with the whole class as a means of comparing and commenting on the methods and processes used to realise their intentions. Pupils in the Year 2 - 4 class gave a good account of their earlier work on print-making with practical advice shared, such as "think before you do it"!

Given this warning some of the Year 2 pupils did not heed it and rushed to draw their patterns. Year 3 and 4 pupils confidently ask questions of the teacher if they do not understand what is expected of them. Year 1 show pride in their work and display it with enthusiasm.

112. The overall quality of teaching is good in both key stages. This was so in the last inspection in 1997. Clarity of questioning at all ages leads to spontaneous responses from pupils who are eager to share their ideas. Time is used efficiently. Where firm management was deployed in the joint Year 2 - 4 class, pupils remained on task and they concentrated well on carefully completing their prints. Good use is made of ICT by all teachers as a resource for teaching and learning with programs such as 'Dazzle' and 'Paint' being familiar to pupils. The digital camera is used regularly as a means of recording completed work. It is also used to take pictures as a stimulus for art work such as the topic on the environment with pictures used of snow in Ravensworth as a part of studies on winter landscapes. All pupils have a sketch book. Work is marked with comments on how improvements could be made. Given that this is a mono-cultural school insufficient attention is given within planning to promoting an understanding of cultural traditions and diversity. Lesson planning is brief on a day-to-day basis and assessment features little in the weekly planning. These are issues that the school is to address as a whole.
113. The art policy is outdated and has not been reviewed since its formulation in 1996, but it is in the school improvement plan to be reviewed in 2001/2. There is no scheme of work for art and, although there is a whole school commitment to monitoring teaching and learning in all subjects, this has not yet begun in art.

DESIGN AND TECHNOLOGY

114. Owing to the curricular organisation for design and technology, it was only possible to observe one lesson taught in the Year 5 and 6 class. Based on this and the analysis of available samples of work, photographs and discussions with pupils, standards of attainment are average at the end of Key Stage 1 and above average at the end of Key Stage 2. This is a similar picture to that reported in the 1997 inspection. Pupils work with a range of materials including wood, textiles, malleable materials and occasionally with food. They use models, pictures and words well to describe their ideas and show a good understanding of the need to recognise that their designs are fit for the purpose intended.
115. Discussions with pupils in both Key Stages 1 and 2 indicate that they enjoy the opportunities provided to generate ideas and most pupils work collaboratively, sharing their ideas readily with each other and with their teachers. In the joint Year 5 and 6 class, when describing the outcomes of the slippers and puzzles that had been designed and made, there was an obvious pride in the completed work. Some of the younger Key Stage 2 pupils do not recognise subject vocabulary and see this work as being art.
116. Year 1 pupils cut, folded and assembled card carefully in the making of an Easter card and Mother's Day card. Colourful shapes were used to make a person with moving arms as a part of the work based on mechanisms. When making fruit salad Year 1 carefully made drawings of the fruit and correctly identified which equipment would be needed for the task. Their designs were presented neatly. Planned work on structures in the Year 2 - 4 class enables pupils to consolidate their earlier learning, using equipment, materials and components to make quality products. Year 5 and 6 worked productively with different tools as they assembled component parts for their

puzzles by cutting, sawing, painting and using glue. The pace of work was brisk and many ideas were shared between pupils during this practical lesson.

117. The overall quality of teaching in Key Stage 2 is good and as a result pupils, including those with special educational needs, make good progress. Teachers' knowledge of the design and making process is very secure. The skills of numeracy and literacy are practised and consolidated well in this subject. Good use is made of time and available resources. Teaching and non-teaching staff have high expectations of their pupils. Pupils with special educational needs are fully integrated and take part in all activities. Lesson planning is not sufficiently detailed and the use of assessment is not formally recognised within the plans.
118. There has been no formal monitoring of teaching and learning in the subject. This is of particular importance given that pupils do not have a continuous breadth of study due to the two-year planning cycle. There is no subject policy. The national guidance has been adopted by the school but it has not been formulated to suit the school circumstances, including its curriculum organisation. Risk assessments have not been conducted including when Medium Density Fibreboard (MDF) is used in making products.

GEOGRAPHY and HISTORY

119. During the inspection no lessons in history or geography were observed. The school has planned time-tabling for these subjects in the Christmas and Spring terms. No judgement can be made about teaching and pupils' attitudes. However, scrutiny of work in the pupils books, discussions with teachers and pupils and study of the policies and planning, show that standards and learning are satisfactory in geography and history.
120. Pupils in Key Stage 1 have been learning about where they live. Evidence in the books shows that pupils have studied where other people live, with consideration being given as to 'why people move house'.
121. In Key Stage 2 pupils have learned about water cycles. A display in one of the classrooms shows seas, an oceans, lakes, reservoirs, rivers and streams. Work in the books shows that pupils have been studying mountains and have been working out their height above sea level. Pupils have been learning about mountain environments of the world. Last term the pupils were studying the weather, including clouds and rain. Evidence in the books shows that pupils work independently, making notes from reference books and using photographs and videos to get information.
122. By the age of seven, pupils develop their knowledge and understanding of the lives of people in the past. They draw pictures and write about famous people, such as Queen Elizabeth 1. The pupils learned about Florence Nightingale and made careful notes on how hospitals have changed over time. Pupils in Key Stage 2 have studied the Romans. Work in their books includes observational drawings of Roman clothes and helmets. Pupils are challenged to complete worksheets, such as "Can you work with Roman numerals?" The pupils remember that a parent visited school to show them how to make Roman sandals. Good work was seen in the notes pupils had made on the history of footwear from Roman times. Pupils researched this information using the Internet.
123. Both history and geography are co-ordinated by the same teacher. The history and geography policies have been drawn up following the North Yorkshire local education

authority 'Building Blocks' framework, including items from national guidelines. The programmes of studies are planned in a four-year cycle. However, there are no assessments included in the planning, so steps in progression are not planned or followed.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. Standards of attainment are average at the end of Key Stage 1 and they are above average at the end of Key Stage 2. This is an improvement on the standards reported in the 1997 inspection. Information and communication technology (ICT) skills are specifically taught in short, whole-class sessions and pupils also practise and consolidate their ICT skills knowledge and understanding in the other subjects of the curriculum.
125. In Key Stage 1, pupils use ICT to present their findings in text or table forms; they respond to instructions and signals correctly. When using a programmable toy, Year 1 selected and touched the controls correctly to enable the toy to go in different directions. In a Year 2 - 4 lesson, pupils demonstrated their knowledge of the keyboard and they gained a better understanding of using the shift key. Year 4 showed a developing understanding of punctuation marks as they modified word-processed text. At all ages in this mixed age class, pupils are learning how to develop their own ideas and make things happen when using the computer, for example as a means of presenting graphs that recorded litter in and around the school. Year 2 are developing their subject vocabulary well. They could name the mouse, keyboard and keys that they are familiar with such as capital letters and the space bar. Older Year 5 and 6 pupils are confident users of ICT. They add to, amend and combine different forms of information from a variety of sources. Work using 'Powerpoint' software led to the creation of multi-media presentations with good use made of this program to combine text, sound and graphics. The recently acquired digital camera is used widely, for example, to depict the detail on the boxes for storing slippers made in design and technology.
126. The pupils have a detailed knowledge of the capability of software that they have used. They can make up spreadsheets to record the results of science experiments. In art they select layout effects and use graphics for specified purposes. Many use ICT at home and where there is a need the school has a system of loaning portable 'E Mates' to pupils. Good consideration is given to using ICT from entry to school and this provides a good foundation from the outset.
127. Attitudes to ICT are very positive at all ages. Pupils help each other and are pleased to share their ideas and what they have learned. They can describe their experiences of using ICT at home and school, including using the Internet. Their knowledge about comparisons between their use of ICT with other methods and with its use outside of school and home is less well developed. There are no reference books on ICT for pupils for research purposes in the library.
128. Overall the quality of teaching is satisfactory in Key Stage 1 and it is good in Key Stage 2. As a result of the quality of teaching, high standards and quality are achieved by the time pupils leave the school at the age of eleven. Good attention is given to the teaching of ICT skills from the Foundation Stage of the curriculum. Time, resources and support staff are used well and, where practicable, pupils are encouraged to use ICT at home. Lesson planning on a daily basis is brief and does not identify precise learning objectives nor give assessment criteria. In Years 5 and 6,

ICT records are made at the end of each half term listing achievements, for example, when using particular software or producing spreadsheets. Pupils in Years 1, 5 and 6 have an ICT folder of work but this not so in Years 2 - 4. Disks are also used as a means of recording work saved.

129. A new policy was formulated recently linked to the New Opportunities Funding (NOF) Initiative. Staff have received training as a part of the NOF. The school does not, however, have an Internet access policy. The national scheme of work has been adopted by the school, but it has not yet been adapted to suit the school circumstances. The subject is co-ordinated well and the school is aware of the need to monitor and evaluate teaching and learning. An audit of pupils' ICT skills is planned in the summer term of 2001/2002.

MUSIC

130. At the last inspection in 1997, standards in both key stages were average and learning in both key stages was satisfactory. Evidence gathered in the inspection shows that pupils in both key stages are making satisfactory progress.
131. Pupils throughout the school attain the standards expected for their age and they enjoy their music making activities. The tuition provided by visiting specialist teachers is a strength of the school and a recently formed recorder group enhances the provision for older pupils. The provision for music enables the pupils to learn effectively.
132. Younger pupils sing well, in tune, with good rhythm, dynamics and tone. They compose and perform simple pieces using untuned percussion instruments to accompany singing. Pupils enjoyed part-singing a well known Beatles' song, where each part was backed by a group improvising sounds on different instruments. They can read hymns and songs from charts competently. Particularly, they enjoy lyrics with social and cultural meaning, for example, 'Imagine', by John Lennon. Teachers make good use of these as resources in literacy and personal and social education.
133. Pupils in the Key Stage 2 classes learn about instruments and symbols. They can recognise beats and clap them correctly. The teacher provides beat charts for the pupils to follow, all playing together on different untuned percussion instruments. Pupils are organised into groups, each group making a 'beat' composition to play back to the rest of the class. They know how to use symbols in producing a score. Pupils take it in turns to be the scribe. They are able to follow their score. Pupils learn to listen effectively and they can recognise the different instruments.
134. The quality of teaching and learning in music throughout the school is satisfactory. There are no music specialists among the staff so teachers have to rely on commercial tapes. Teachers provide opportunities for pupils to listen to classical music. They are given time to reflect and respond to the music.

135. The music co-ordinator has developed a two-year plan for music which covers composing and performing. A specialist music teacher has visited the school to give a demonstration lesson. Some improvement has taken place since the last inspection due to the more structured approach. However, there is no system for assessing or recording pupils' progress in music from one year to the next so that some work is repeated without adding value.

PHYSICAL EDUCATION

136. Due to the timetabling and the time of year, most of the lessons took place outside and were games and athletics. Standards observed in the lessons show that pupils are attaining at least the expected levels for their ages. This is broadly similar to the last inspection report which was based on observations of a broader range of activities. At the end of Key Stage 2, standards in swimming are higher than expected. By the age of eleven the vast majority of pupils can swim over 25 metres and skilfully employ a range of recognised swimming strokes.
137. Year 1 pupils explore simple skills and they have begun to link their skills and actions to suit the activities. They demonstrated good awareness of space when running, skipping and hopping. They changed direction and had the control to stop and to make different shapes with their bodies. Years 2 - 4 at the start of a gymnastics session demonstrated why it is necessary to warm up. They remembered actions in earlier work with regard to variations in speed and direction. Control and co-ordination skills were generally used appropriately as they ran, jumped and threw. Year 4 performed with consistency and endeavoured to improve their effectiveness. Year 5 and 6 pupils showed good ball control and displayed their skills to best effect using hockey sticks safely. They understood the principles of attack and defence and gave detailed evaluations of their work and that of others. At all ages there is a secure understanding of the need to exercise safely and the benefits to health to be gained from physical activity.
138. Attitudes to physical education are generally positive. Pupils help to get out equipment and return it to the storage areas. In the joint Year 2 - 4 class girls were more aware of the need to sustain and control their actions than boys. On occasion individual Year 2 boys did not always listen to the teacher and came off task. Year 5 and 6 pupils all took part in the hockey session. They applied themselves well in pairs and listened attentively to the teacher so as to improve their movement and skills. The support provided by a visiting student was appreciated by the Year 2 - 4 class.
139. Physical education activities make a good contribution to pupils' personal and social development through independent activities and working in teams. The two extra-curricular sports clubs coached by a friend of the school have led to participation in inter-school netball and football matches and competitions. Tournament participation includes the Barton Challenge, the Risedale football and netball tournaments and 'Kwik Cricket' involving mixed teams from Richmond schools. Participation in the clubs is mainly from the Key Stage 2 age range. Mixed gender sporting activities are actively promoted. The six-a-side girls' football team reached the semi-final of the Richmond and Catterick Schools' Under-11 girls' tournament. The school also participates in the 'Top Sport' initiative which provides equipment for pupils' use.

140. The overall quality of teaching observed in both key stages is satisfactory. Clear directions were given in a Year 5 and 6 session and the whistle was used to good effect. Demonstration was used well to teach the skills of catching and throwing in Year 1. Assessment is not formalised and is more usually through the use of praise when pupils are successful or are making steady progress in refining their skills. Detailed records are kept for swimming. Considered attention is given during lessons as to what pupils need to do to improve their performance. Time is used well and pupils are encouraged to be prompt in changing for physical education.
141. The school does not have a policy for this subject. There is a scheme of work for swimming in place. The school uses the local education authority Building Blocks as a means of informing its long term overview and medium term plans. The school has recognised the need to monitor teaching as a part of its current school improvement plan but this has yet to be carried out. Health and Safety risk assessments have not yet been conducted.

RELIGIOUS EDUCATION

142. At the age of seven and eleven, pupils' knowledge and understanding of religious education is in line with the expectations of the Locally Agreed Syllabus. At the last inspection in 1997 pupils aged seven were reported as achieving average standards and by the age of eleven they achieved above average standards in religious education. This slight drop in standards at the end of Key Stage 2, reflects the fact that time now allocated to religious education is low, as more emphasis is placed on the core subjects of English and mathematics. As a result pupils have little knowledge of the world's leading faiths nor of the richness and diversity of religion.
143. The quality of teaching is good across the school. Lessons are planned to take account of the pupils' knowledge and experience. Younger pupils think about people who help them and they reflect on belonging. They enjoy listening to stories from the Bible. In hearing the story of Jonah and the Whale, they were keen to join in the discussion. The teacher gave the pupils the opportunity to celebrate and dramatise the story. Using a parachute as the sea, they acted out the movement of the sea. They thought about the calm before the storm and wildness when the storm arose. The activity appealed to the pupils so that they were keen to learn and behaviour was good. They reflected on the feelings of Jonah well.
144. The pupils take pride in presenting their work and they enjoy the variety of approaches teachers encourage them to use. The older pupils have been learning about the Christian Church and its ceremonies. During the time of the inspection they were discussing baptism. The pupils know about Jesus' baptism and its importance to Christians. The teacher's questions are probing so that the pupils listen attentively and join in the discussions on how people feel at a baptism. The teacher has high expectations that the pupils can connect stories they hear to everyday life. The pupils consolidated their learning on baptism by making a 'Good Wishes' card for a baptismal ceremony. When designing the card the pupils learned a significant amount about symbolism. Literacy work was consolidated in the consideration of messages. Effective links were made with ICT, when a pupil demonstrated to the class on how to design the card, changing the size, the font and colour.

145. The pupils respond well to the teachers' expectations. They concentrate well on what they are asked to do, work hard in lessons and learn as much as they can. Good attitudes were observed, for example, when the pupils helped each other and showed an appreciation of each other's work.
146. Religious Education is planned into assemblies. During the inspection the pupils listened to a story on the feast of Pentecost, celebrating the coming of the Holy Spirit to the disciples. They learned about the nine pointed star and the 'fruits' of the spirit.
147. Subject co-ordination is satisfactory. The co-ordinator has developed a two-year plan that corresponds to the Locally Agreed Syllabus. However, no steps showing progression are included in the plan. The teachers make good use of local resources, particularly visiting the local church. They use well the expertise of the local vicar, who often leads assemblies. Information and communication technology is used effectively to support this subject.