

INSPECTION REPORT

Thornton Watlass C E Primary School

Thornton Watlass Ripon

LEA area: North Yorkshire.

Unique reference number: 121521

Headteacher: Mrs Sandra Fitton

Reporting inspector: Mrs Margaret Lewis
22787

Dates of inspection 14-15 January 2002

Inspection number: 194634

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: Voluntary Controlled
Age range of pupils: 4-11
Gender of pupils: Mixed

School address: Thornton Watlass
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Appropriate authority: The Governing Body
Name of chair of governors: Mrs Lynda Swainston

Date of previous inspection: May 1997.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Thornton Watlass is a rural, Church of England Voluntary Controlled infant and junior school for pupils aged 4 -11. It is much smaller than most other primary schools with 42 pupils, all from white English speaking backgrounds. It is a popular school and takes pupils from the local village, a nearby town and other villages and farms in the surrounding area. The headteacher is full-time and all other staff work on a part-time basis. Pupils are taught in three mixed-aged classes for four mornings each week and in two mixed-aged classes for the remainder of the time. The proportion of pupils entitled to free school meals is below the national average at 7.1 per cent. Eight are on the school's register of special educational needs, which is below average. No pupil has a statement of special educational need. This is also below the average. The levels of attainment of children starting in the reception class cover a broad range and have fluctuated widely over the last three years owing to the smallness of the annual intake. Most pupils have had pre-school experiences in local playgroups and nursery classes.

HOW GOOD THE SCHOOL IS

This is a very successful school with a Christian ethos. The quality of relationships within the school is very good. Because the quality of teaching is good, the pupils make good progress in English, mathematics and science. By the time they reach Year 6, they attain well above the national average in these subjects overall. The headteacher gives very good leadership and receives good support from a hardworking staff and an effective governing body. There is very good educational direction and vision. The school is very well thought of by parents, who give it very good support. The school gives good value for money.

What the school does well

- Because the teaching is good pupils learn well and in test results attain above average standards in English and science and well above average in mathematics.
- Very good leadership and management by the headteacher set a very clear educational direction for the school.
- The school's very good provision for pupils' personal development and the very good relationships in the school ensure that pupils behave very well and have very good attitudes to learning.
- The curriculum is good and is enriched with a very good range of extra-curricular activities and visits.
- The school has very good links with parents and with the local community.

What could be improved

- The resources for the teaching of information and communication technology.
- The training of all staff in child protection procedures based on a written school policy.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997. Since then it has maintained the strengths it had at that time and has improved in many other areas. Following an unsettled period, due to the prolonged absence of the previous headteacher, a new headteacher was appointed in February 1999. She provides very good leadership and management and a very clear educational direction for the school. All of the key issues identified in the previous report have

been tackled successfully, although despite some improvements, the teaching responsibilities of the headteacher are still heavy. The standard of pupils' work has improved in English, mathematics and science and standards are now good. There is a higher percentage of very good teaching than previously. This is due to the regular monitoring of teaching and learning. The curriculum has improved and is enriched by a wide range of interesting activities in and outside of lessons. The provision for pupils' cultural development has improved and pupils have a deeper understanding of the place of different cultures in modern society. The school has improved the links it has with parents and these are now very good. The standards that pupils reach in information and communication technology (ICT) are now satisfactory.

STANDARDS

The very small size of the school means that only six pupils in Year 6 sat the national tests in 2001. This small number of pupils makes the comparison of results with national and similar schools unreliable. The trend in results for the school fluctuates significantly owing to the small test groups of pupils at each key stage. The trend for pupils achieving level 4 or above in Key Stage 2 has shown high school performance with a dip in 1999. The trend line for results at the end of Key Stage 1 shows that the school has performed at a significantly high level and well above the national averages in reading and writing for the three years before 2001. The overall school results for pupils in Year 6 were very favourable in 2001 and were well above the national average in mathematics and above average in English and science. Compared with schools nationally, and with similar schools, the percentage of pupils reaching the expected level (level 4) in English, mathematics and science was very high and in the highest five per cent of schools nationally. The percentage of pupils reaching the higher level (level 5) was above the national average in mathematics, at the national average in science and below in English. There has been no significant difference in the performance of boys and girls over recent years. Inspection evidence indicates that pupils in Key Stage 2 achieve well and make good progress. The current Year 6 group achieve standards, which are above the national average in English, mathematics and science. The school met the targets set for pupils at Year 6 in English and mathematics and targets for the current group of Year 6 pupils are suitably challenging.

Pupils in Year 2 make good progress, but with only two pupils in the current Year 2 group, it is inappropriate to publish inspection findings as individual pupils may be identified. In the national tests for pupils in Year 2 in 2001, the school's performance fell well below the national average in reading and writing and below average in mathematics. Results within this small cohort of six pupils were dramatically affected by the 50 per cent of pupils who were identified as having special educational needs. Nevertheless, all pupils reached or exceeded the expected level in mathematics and science and an above average number reached the higher levels in reading and science. Children in the foundation stage make very good progress. By the end of the reception year they are likely to exceed the standards known as the Early Learning Goals and are above the levels expected for their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning and are highly motivated. They concentrate very well and are enthusiastic in lessons and other activities. This is a major contributing factor to their good achievement. The school is a happy community.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are trustworthy and polite and show a high degree of self-discipline. The positive approach taken by staff for promoting pupils' good behaviour and encouraging them to value themselves and others is central to the school's Christian aims and values.
Personal development and relationships	Very good. Relationships at all levels are very good and result in a caring and purposeful atmosphere for learning.
Attendance	Good. Attendance is above average and pupils arrive punctually.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 quality of teaching and learning is good and is a strength of the school. Children get a good start to their education in the foundation stage. In Years 1 to 6 teachers make very effective use of the National Literacy and Numeracy Strategies to teach English and mathematics. All pupils receive their full entitlement from the school and have equal access to the curriculum and opportunities to learn. Pupils with special educational needs receive good support from all staff to help them to make good progress. They do well and meet the targets on their individual education plans.

Strengths in teaching and learning:

Teachers have very high expectations of what pupils can do and how they should behave. They have very good relationships with pupils and manage and organise them extremely well in lessons. Consequently pupils make good gains in their learning.

The planning of pupils' work is very good. Teachers set challenging and interesting work and match tasks very well to pupils' different ages and abilities. They ensure that pupils know what it is they are to learn and check that they have done so. This ensures that pupils work hard and achieve well, reaching above average standards in English, mathematics and science.

Teachers' good knowledge of how to teach the skills of reading, writing and numeracy, increases pupils' understanding and ensures that they do well in English and mathematics.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets statutory requirements and is enriched by many varied opportunities for pupils to take part in interesting activities during lessons and at lunchtimes and after school. Visits out and visitors into school give pupils valuable first-hand experiences.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are supported effectively and make good progress towards their targets in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for pupils' personal development is effectively supported within a well-planned programme. They are given many opportunities to learn about their own and other cultures.
How well the school cares for its pupils	Pupils are looked after well. The procedures for checking pupils' academic achievement are good. They are used successfully to provide information for parents about what their children can do and to set individual targets for pupils. Staff check personal development and behaviour of pupils effectively.

The school offers good opportunities for about a quarter of its pupils to learn a range of musical instruments.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good educational direction and despite a very heavy teaching commitment establishes and maintains a very good ethos. Staff work together towards school improvements.
How well the governors fulfil their responsibilities	Governors work well with the school and fulfil all their statutory responsibilities. They are committed to the school's success and take their responsibilities seriously.
The school's evaluation of its performance	Through regular evaluation of its work and a comprehensive programme for the monitoring of teaching, governors and staff have a good understanding of the strengths and weaknesses of the school. It uses the information gained well to plan for improvements.
The strategic use of resources	Staff are deployed very effectively and good use is made of the restricted accommodation, of time and the budget to help children learn. The school plans and manages its budget carefully.

Support staff make a very good contribution to pupils' learning. The literacy programmes in place for boosting the attainment of groups of pupils is very effective.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents are pleased that their children like school.• They believe that the teaching is good and that their children make good progress.• They are glad that their children are expected to work hard and that the school helps them to become mature and responsible.• They believe they are kept well informed as to how their children get on.• Parents feel the school is well led and managed. They feel comfortable to approach the school with concerns.	<ul style="list-style-type: none">• A small number of parents do not think that the school provides an interesting range of activities outside lessons.

The inspectors agree fully with the very positive views of the school held by parents. They consider, however, that for its size the school provides a very good and interesting range of extra-curricular activities and visits.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Because the teaching is good, pupils learn well and attain above average standards in English, mathematics and science.

1. The high standards achieved in English, mathematics and science throughout the school owe much to the importance that teachers give to literacy and numeracy and the way they organise their teaching. Standards are above average in science because teachers give good opportunities for pupils to experiment and investigate and find things out for themselves and decide the best ways to record their work. Teaching has improved since the previous inspection and all the teaching observed was good or very good.
2. One reason that standards are good is that the very small number of children in the infant class which comprises of pupils in reception and Years 1 and 2, are given a very good start to their education in the foundation and infant stages of their learning. Good teaching ensures that pupils make good progress in the infant class which is built upon well in the juniors
3. Teaching in the infant class is always good and there is a significant amount of very good teaching. The few children in the reception year are well ahead in their personal, emotional and social development, communication skills, mathematical development and knowledge and understanding of the world. All pupils in the infants have the benefit of adult help of good quality. Children in the reception group develop reading

and writing skills through well-planned lessons and activities for identifying letters and sounds and for recognition of key and common words. They learn successfully to form and write letters in response to sounds. They are helped to succeed in all their work with good support from teachers as well as an experienced classroom assistant. Staff constantly have discussions with the children, introducing them to new words and vocabulary and carefully checking and evaluating what they have learnt. The children quickly learn to understand and count numbers up to and beyond 10 to 20 and develop a sound understanding of the idea of taking away smaller numbers from larger ones to see how many are left. They develop their knowledge and understanding of the world when exploring the different sounds made by instruments and deciding whether the sounds made are *long* or *short*.

4. An important feature of the teaching throughout the school is that work is very carefully matched to challenge pupils of all ages and abilities and the best use is made of all of the teaching and support staff. This is very important as the classes have at least two age groups in the mornings and three in the afternoons. This was evident in a mathematics lesson in the infant class where there are three age groups. Whilst the more-able pupils in Year 2 worked on money using pounds and pence and converting, for example, £1.64 to 164p and deciding which was worth more £2.76 or £1.64, pupils in Year 1 used 10p and 1p coins to make a price so reinforcing their understanding of coin values.
5. From Year 1 onwards teachers use the National Literacy and Numeracy strategies very effectively to promote pupils' learning in English and mathematics. Teachers have a good knowledge of how to teach the skills of reading and writing and mathematics. They ensure that pupils learn these from an early age. In English, pupils are taught to enjoy reading books and to use a range of methods for reading unfamiliar words. They learn successfully to use picture clues and the meaning of the text to help them as well as sounds and blends of sounds to build up words.
6. By the end of Year 6, all pupils read very fluently, with good expression and talk assuredly and knowledgeably about the books and authors they read. They read a wide range of books such as, *Harry Potter and the Philosopher's Stone* and *The Lion, the Witch and the Wardrobe*. They understand different kinds of books and refer to *action*, and *horror books*. Pupils have their own opinions on reading and comment that they, *prefer to read books and imagine for themselves rather than see the film of a book*. In mathematics, teachers ensure that the beginning of lessons are used profitably for the teaching of mental mathematics and pupils make good progress and enjoy the challenges they are given to practise their skills of numbers, patterns, and solving problems. A good feature of the mental sessions is that teachers plan games and activities that are challenging and fun and that motivate pupils. Teachers use very good questioning techniques and maintain a fast pace at the same time effectively directing suitable questions to pupils of different abilities. This raises all pupils' confidence. In a very good lesson for pupils in Years 5 and 6, they explored multiplication, squared numbers and the inverse by dividing squared numbers before going on to use doubling and halving to multiply larger numbers such as 14 by 15.
7. Inspection findings show that this year pupils, in Years 2 and 6 are likely to reach standards in English, mathematics and science that are typical and above those for their age. Strengths in the teaching of literacy and numeracy include the many interesting opportunities teachers plan for pupils to read, write and use number and ICT in other subjects to support and consolidate their learning. Pupils read and write in many subjects and frequently use word processing and spelling programs of

appropriate difficulty. They learn about databases and spreadsheets and create graphs and charts of their findings in mathematics.

8. As a result of the analysis of pupils' past test results, one of the school's current priorities is the development of extended writing. This is working well. Pupils in Years 1 and 2 write for a range of purposes. For instance, they write instructions for a game, descriptions of what they were like as babies, and stories such as *The Walk I never Forgot*. Pupils in Year 2 learn to use punctuation such as, speech marks, capital letters and full stops accurately in their work. By the time they reach Year 5, most pupils attain at the national average in their written work. A significant number of pupils in Years 5 and 6 exceed the national average in writing. They write in a range of styles for letters, accounts, poetry and stories. They plan their work and learn to draft settings for stories and plays such as *Romeo and Juliet* and characters for their writing.
9. One of the strengths in science that leads to good standards, is that teachers plan lessons to give pupils the opportunity to make their own enquiries. Another is the way that teachers encourage pupils to act as scientists using the correct vocabulary and recording their findings in a suitable way. Children in the foundation stage learn that sometimes it is necessary to listen very carefully in a scientific investigation so that differences can be recognised. For instance, in a lesson when they compared the sounds made by shakers with different fillings such as sand, salt, rice, beads and marbles. In the same lesson older pupils in Years 1 and 2 successfully explored the vibrations made by different musical instruments and recorded their investigation in suitable ways. For instance, pupils in Year 1 sorted groups of instruments making similar sounds into sets and used a variety of symbols in their recording. Pupils in Year 2 were able to complete a chart successfully to show how different instruments vibrated when they were played. Teachers plan investigations that are exciting and challenging, building upon what the pupils have learnt before. In Years 5 and 6 pupils experimented with balloons to find out if air has weight. They worked well and co-operated in small groups, understanding the need for a fair test. They recorded their results and observations with the good use of symbols and labelled diagrams.
10. In all three subjects pupils respond well. Work in books is neat and tidy and well-presented with headings underlined and work dated. All work on worksheets is carefully put into books. Pupils' work is marked consistently and teachers make useful comments to help pupils move forward.

Very good leadership and management by the headteacher set a very clear educational direction for the school.

11. The headteacher's very good leadership makes a notable contribution to the above average standards of pupils' attainments and their very good behaviour and attitudes to learning, which also reflect well the school's published aims and ethos statement. The headteacher is very hard-working and has a heavy teaching commitment. She leads by example and has recently been recognised by the local education authority as an, *expert headteacher in literacy*. The part-time staff and the governing body give her very good support. All are kept very well-informed and have a strong commitment to the success of the school. The headteacher has a thorough and up-to-date knowledge of national initiatives as well as local initiatives, in which she is heavily involved. This helps staff prepare well for changes that will affect the curriculum and ensures a very clear educational direction for the school. The school has been nominated for a *school achievement award* for its high performance. Parents justifiably hold the school in very high regard.

12. Since her appointment the headteacher has created a committed, strong team of staff. All of the part-time teachers now have full co-ordinator responsibilities and carry out their roles successfully; relationships between staff are very strong, everyone pulls in the same direction. This is a considerable improvement since the last inspection, when the allocation of curricular responsibilities was highlighted as a key issue. The fairer allocation of responsibilities has resulted in curricular planning of very good quality, good assessment procedures of pupils' progress and good monitoring of subjects of the curriculum within a well-planned programme. Staff training is frequent and the school benefits from local initiatives and working closely with other schools for training. Specific time is allocated for the regular monitoring of teaching by co-ordinators and the headteacher. Teaching has also been regularly monitored by outside consultants from the local education authority; this has been instrumental in raising the quality of teaching since the previous inspection. The school has devised clear procedures for co-ordinators to monitor teaching in their subjects although they have not yet had the opportunity for training in this area. The system for performance management is fully in place.
13. The school's evaluation of its own strengths and weaknesses and the commitment to succeed are good. In addition, the school has kept pace with more recent developments in areas such as the recently introduced foundation stage curriculum. It has good procedures for assessing pupils' work to find out where improvements can be made in English, mathematics and science. Data analysis of the results of national tests is used well to identify the strengths and weaknesses for development and to compare with national and local schools. Pupils' progress is tracked through the school year by year with the use of assessments and annual tests. The results are used well to provide pupils with additional help where it is needed most and to identify school priorities to raise standards such as the development of writing at Key Stage 2. Results of tracking pupils' progress as they move through the school are also used well to inform the setting of school targets. The school has been particularly successful in raising the standards of the below average and average attaining pupils. It concentrates on pupils' needs as individuals but does not identify any pupils as gifted
14. Strategic planning is good. The very clear educational direction set by the headteacher is shared by staff and governors and is very well documented in the school improvement plan. This is a comprehensive plan and is used well as a working document to direct the work of the school. It is based on raising standards, priorities are outlined over three years and detailed action plans are in place for one year. Responsibilities and resources are identified at the outset and evaluated against success criteria to establish their effectiveness.
15. Members of the governing body are knowledgeable about the school and very involved in its work. They are fully aware of all their responsibilities as a result of governor training and keep up to date with new initiatives and directives. Governors have responsibilities for areas of the curriculum and watch lessons and demonstrations as well as working with subject co-ordinators. They meet regularly and frequently in a variety of committees to examine in greater detail aspects of their roles and the work of the school. This system helps the effectiveness and efficiency of the meetings of the full governing body. They have considerable involvement with the school development plan and contribute to it in the early stages. They discuss and challenge decisions about spending and ensure that the school competes for the best value in its spending, as in the recent Millennium playground project and the spending plan to refurbish a library extension. Governors are aware of the heavy workload of the headteacher and have sought to relieve this with the increased amount of teaching and

administrative support. They are optimistic that this will be resolved in the coming year with the appointment of an additional permanent teacher for an extra half-day each week.

The school's very good provision for pupils' personal development and the very good relationships in the school ensure that pupils behave very well and have very good attitudes to learning.

16. The school makes very good provision for pupils' personal development and monitors it well. It encourages pupils to behave very well and to take a keen interest in their work. Parents who attended the meeting and completed the questionnaire are very clear in their agreement that the school helps the children become mature and responsible. Almost all agree that their children like school and most agree that pupils' behaviour is good.
17. From the youngest children upward, very good relationships between staff and pupils are evident. Reception pupils settle into daily routines readily and work with ease alongside the larger number of pupils in Years 1 and 2 in the Key Stage 1 class. They take part, for instance, in sharing a big book with the whole class such as *The Runaway Pizza* and their responses are valued by teachers as highly as those of the older pupils. Teachers set good examples to pupils and treat them with respect. This is reflected with courtesy and good manners from pupils. Pupils try hard to please their teachers and the other adults who help them. A good sense of camaraderie and good humour prevails with the oldest pupils who, nevertheless, do not overstep the mark and respond in a mature way. They understand that teachers are not infallible and can make genuine mistakes. For instance, when a teacher made a mistake in a complicated mathematical calculation which became apparent towards the end, they sensibly helped her put it right and learnt the importance of recognising one's own mistakes.
18. Pupils show a very high degree of self-discipline and behave very well in lessons and around the school, in the dining room and in the playground. Many pupils arrive early at school and prepare for the day's work independently in the classrooms, helping staff and putting out what will be needed. They have a very high involvement in all activities that the school provides for them such as lunchtime clubs and after-school sports activities. Pupils work very well together, helping each other in their joint activities such as working on computers, and are trustworthy even when left for a short time unsupervised. For instance, pupils in Years 3 and 4 worked together conscientiously in the small library off the classroom and completed their tasks efficiently. On another occasion, during a science lesson, a large group of pupils continued quietly with their investigation when the teaching assistant, who was working with them, had to leave the room to answer the school doorbell.
19. Pupils develop a very good understanding of how to treat others from the firm and fair way that teachers deal with them. They know what is expected of them and enjoy the praise and that they get when they do well. The school has a well-established merit system and pupils are awarded certificates for a wide range of successes such as outstanding work, attitudes and behaviour. Pupils who are nominated to wear the *I am a star* tee shirt for the week, are particularly proud to wear it; they also have their success recorded and displayed in school.
20. The school promotes pupils' personal development very well. The Christian ethos prevalent in the school creates a very good learning environment and permeates pupils' work. In a good English lesson, older pupils wrote poems collaboratively

emphasising the use of powerful and succinct language based on the idea *Somewhere in the World Today*. This generated sensible discussions between pupils showing their understanding and compassion for people experiencing hardship and difficult times. They interwove ideas into their work such as *Terrorist attacks shocking the whole world* and *A group of unhappy orphans are left stranded on the lonely street*. In all classes, teachers give positive comments on pupils' work before following up with any points they need to improve. This helps pupils to understand what they are doing well and where they need to improve while at the same time maintaining pupils' motivation to succeed. Their reflection on their work contributes significantly to their personal development. By the time pupils reach Year 6, they are becoming effective communicators giving mature and well thought-out answers to questions and posing them themselves. For instance, in a Year 6 science lesson following a discussion that water had displaced the air between glass beads and remained clean but had become murky when mixed in with gravel, a pupil asked if the dirty water was filtered, whether it would become pure again.

The curriculum is good and is enriched with a very good range of extra-curricular activities and visits.

21. Subjects are taught from a broad curriculum. Because the curriculum is very well-planned, taking into account the teaching and learning of the different ages of the pupils in the mixed-aged classes, the pupils' knowledge, skills and understanding are developed consistently and successfully, as they become older. The teachers' and governors' aims for *helping children to work to their full potential* are well developed in the school. This is an improvement from the last inspection. Pupils now have opportunities to develop their skills in control technology in ICT, to apply their full range of writing skills across the curriculum and to develop different ways of solving mathematical problems. The visitors and specialist staff who come into the school to teach subjects such as music, and the liaison activities which the school has developed with pupils of the same age from other schools in subjects such as physical education, mathematics and English, successfully contribute to pupils' learning. Provision for extra-curricular activities is very good, particularly for pupils in the juniors. Pupils have opportunities to learn a range of musical instruments. Each teacher in the school runs a club for pupils over a wide range of activities such as crafts, chess, computers, recorders and sporting activities including athletics, football, cricket and netball. Pupils take part in competitive sports with local schools and the oldest in Years 5 and 6 benefit from a residential visit to an outdoor centre during the summer term.
22. The school makes very good provision for pupils' spiritual, moral and social development and good provision for their cultural development. The Christian ethos of the school is strongly represented in the everyday life of the school and in school assemblies, which are carefully prepared. The staff set a good example to pupils in their relationships and a friendly, supportive atmosphere permeates the work of the school. The rewards and praise given for good work and thoughtfulness and help for others promote a secure and confident atmosphere for learning. The teachers encourage pupils to reflect on moral and social issues in lessons such as poetry writing and in the programme for personal and social development. Times such as *circle time** provide good opportunities for whole-class discussions. The school has maintained the strengths it had at the time of the last inspection for pupils' cultural development and has developed its provision further to help pupils gain a deeper understanding of other faiths and life in a multi-cultural society. Pupils have visited a multi-cultural centre in Bradford and the headteacher is involved in the racial equality task force for the county.

* A time when pupils sit around together to discuss with the teacher and each other.

The school has very good links with parents and with the local community.

23. The school works very successfully to be a central part of the local community. Since the previous inspection the school has maintained and improved the very good links that it had with parents and the local community. Parents and local people are actively welcomed into school and many respond by helping in a variety of ways. For example, parents, ex-parents and grandparents help regularly in the school on a voluntary basis each week. A parent runs the school football club and others are willing to come into school to talk to pupils and share their skills. This happened recently when two parents helped pupils construct a sheep and a shepherd for the school's entry in the ancient and annual sheep fair held in the nearby village of Masham. The local vicar is very supportive of the school and maintains close parish and church links. The friends of the school association is very active in supporting the school. It works closely with the school to provide out-of-hours social events for children and parents and raises a considerable amount of money for additional school equipment such as computers and playground equipment.
24. Parents are kept well-informed of what is happening in the school and their views are sought in a questionnaire and taken into account before the writing of the school's improvement plan. They receive regular letters about what is happening and when events are taking place. Parents are often invited into school to watch concerts or be informed about educational changes. For instance, this happened recently for the teaching of numeracy when parents were invited to watch lessons taking place to see how the children learned different ways of working out mathematical examples and problems. Parents are extremely supportive in helping their children with their reading and mathematics homework and the school involves them fully in their children's learning.
25. Parents appreciate the opportunities they have twice each year to discuss their children's progress with teachers. Almost all who returned the questionnaire and attended the meeting before the inspection were happy to approach teachers at any time. Reports to parents are satisfactory and provide a good picture of the pupils and what they can do in each of the National Curriculum subjects. They show targets for improvement although targets are sometimes brief and too general.

WHAT COULD BE IMPROVED

The resources for information and communication technology.

26. The school has increased its provision for the teaching of ICT since the last inspection. Computers have been updated and new resources provided such as a digital camera, floor robot and software programs for control and producing graphs for handling data. A new enthusiastic co-ordinator has written a sound school policy for ICT and planning has been reviewed with the help of the local authority. Teachers have undertaken further training in ICT and it is used well in other subjects such as English, mathematics and history. Teachers keep careful records of which pupils have time on a computer during the week and are beginning to assess the levels of their skills at the end of a unit of work. However, although the school meets the minimum requirements for the number of computers, this is not sufficient to meet the needs of pupils in Key Stage 2 who have limited opportunities to consolidate and perfect their skills in ICT. For instance, in a well-planned weekly lesson for 31 pupils in Years 3–6, only 10 pupils from Years 5 and 6 had access to a computer on a shared basis. School provision would have only given access for eight pupils had the teacher not supplemented the lesson with her own laptop. The school has recognised that it requires more hardware resources for pupils in Key Stage 2 to learn more quickly and attain higher standards.
27. By the end of Years 2 and 6, pupils' attainment in (ICT) is satisfactory for pupils of their age. Pupils use word processors and combine different print sizes, fonts, colours and styles to create different effects for their work. They understand the information needed for creating a database, load programs and save and print out their work. However, many pupils have these skills because of access to computers at home rather than in school. Pupils in the infants learn to use simple word processing programs and spelling and number programs to improve their skills in these areas. They learn to program a floor robot. Older pupils learn to use programs such as *Junior Control* for successfully setting up traffic light systems. This is an improvement since the previous inspection and standards in pupils' attainment have risen. At that time pupils attained below the standards expected of them and did not have the opportunities to operate signals, use commands and control events.

The training of all staff in child protection procedures based on a written school policy.

28. The school successfully follows the local education authority's procedures for child protection. Although the staff are vigilant and concerned to protect the children in their care, the formal recognition of this in an agreed and written school policy document is lacking. The headteacher is the person currently responsible for child protection and a governor oversees child protection issues. However, although several changes in staff have taken place, no training has been undertaken for several years to update staff on issues and procedures should they suspect that a child is in need of specific protection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. Governors, the headteacher and staff should:

1. Work towards improving the existing computer resources in information and communication technology so that all pupils may independently practise, evaluate and apply their knowledge confidently.
(See paragraphs, 25 & 26.)
2. Ensure that staff at all levels are fully trained in child protection procedures and that there is a school policy in place.
(See paragraph, 27.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	6	0	0	0	0
Percentage	0	40	60	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than ten percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	42
Number of full-time pupils known to be eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	8

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	6
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.0

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	3	3	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	3	3	6
Percentage of pupils at NC level 2 or above	School	50 (100)	50 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	3	6	6
Percentage of pupils at NC level 2 or above	School	50 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	5	1	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	6	6	6
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (80)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	5	5	6
Percentage of pupils	School	83 (80)	83 (80)	100 (100)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
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Percentages in brackets refer to the year before the latest reporting year.

* Footnote. Results of boys and girls attainment are not given separately so that pupils may not be identified.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	42
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.6
Number of pupils per qualified teacher	16
Average class size	21

Education support staff: YR– Y6

Total number of education support staff	2
Total aggregate hours worked per week	21

Financial information

Financial year	2000-2001
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	£
Total income	150568
Total expenditure	150504
Expenditure per pupil	3173
Balance brought forward from previous year	11872

Recruitment of teachers

Number of teachers who left the school during the last two years	0.5
Number of teachers appointed to the school during the last two years	0.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	42
Number of questionnaires returned	30

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	3	0	0
My child is making good progress in school.	60	40	0	0	0
Behaviour in the school is good.	43	43	3	7	4
My child gets the right amount of work to do at home.	40	57	3	0	0
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	57	43	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	30	3	0	0
The school expects my child to work hard and achieve his or her best.	70	30	0	0	0
The school works closely with parents.	53	40	7	0	0
The school is well led and managed.	73	20	3	0	4
The school is helping my child become mature and responsible.	50	47	0	0	3
The school provides an interesting range of activities outside lessons.	43	37	17	0	3