

# INSPECTION REPORT

**LANGTON PRIMARY SCHOOL**

**Langton**

LEA area: North Yorkshire

Unique reference number: 121452

Headteacher: Mrs. A. Myers

Reporting inspector: Dr. B. Blundell  
23868

Dates of inspection: 20<sup>th</sup>- 22<sup>nd</sup> May 2002

Inspection number: 195348

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Langton Malton North Yorkshire
Postcode:	YO17 9QP
Telephone number:	01653 658236
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. B. Cottam
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23868	Dr. B. Blundell	Registered inspector	Mathematics Information and communication technology Science Design and technology Geography Equal opportunities	What sort of a school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9214	Ms. J. Garland	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
27877	Ms. D. Davenport	Team inspector	Art History Music Physical education Provision for children in the foundation stage Special educational needs	

32111	Ms. H. Taylor	Team Inspector	English Religious education	How good are the curricular and other opportunities offered to pupils?
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Langton Community Infant and Junior School is a school for boys and girls, aged 4 to 11, situated in Langton, Malton, North Yorkshire, drawing pupils from a wide area. There are 89 pupils on roll. The ethnic background of the pupils is white with United Kingdom heritage. The percentage of pupils known to be eligible for free school meals broadly matches the national average. Whilst the percentage of pupils identified as having special educational needs is below the national average, the proportion with statements of special needs is average. The nature of pupils' special needs includes specific learning difficulties and emotional, behavioural and autistic difficulties. Pupil mobility is relatively low. Pupils' attainment on entry is broadly above average.

### **HOW GOOD THE SCHOOL IS**

The overall effectiveness of the school is good. Standards for pupils currently aged eleven are above the national average in English, and well above national averages in mathematics and science. The overall quality of teaching is good, and leadership and management are good.

The school is providing good value for money.

#### **What the school does well**

- Standards for pupils aged eleven exceed national averages in English, mathematics and science.
- Leadership and management are good; the school has a very friendly atmosphere.
- The overall quality of teaching is good.
- Pupils' attitudes and behaviour are good; relationships are very good.
- The overall provision for pupils' spiritual, moral, social and cultural development is good.
- The school cares well for its pupils.
- Parents' views of the school are very positive.

#### **What could be improved**

- The coordinators of the foundation subjects in particular, do not have sufficient over-view of their subject areas.
- Assessment procedures and the tracking of pupils' academic progress are not yet satisfactory.

*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 June, 1997. The overall quality of teaching has improved, with a much higher proportion of it being good or better than was previously the case. Standards in English, mathematics, science, information and communication technology and design and technology have improved; in all other subjects, standards have been maintained. The key issue to establish clearly defined roles for curriculum coordinators has been partly addressed. The issue to improve standards of attainment by developing policies and subject guidance has been appropriately addressed and this is now satisfactory. Standards in information and communication technology have improved. The role of the governors has been enhanced and they are effectively involved in setting priorities. The school



development plan now reflects the main priorities for the school. The school has improved well since the last inspection.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	E	B	A
mathematics	B	C	B	A
science	E	E	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In the national tests in 2001 for eleven year olds, pupils' attainment was above the national averages in English and mathematics, and in line with the national average in science. Compared with those of schools of a similar type, pupils' results were well above average in English and mathematics, and average in science. On average, over the three years from 1999 to 2001 taken together, pupils have left the school at the age of eleven just ahead of pupils nationally in English, one term ahead in mathematics, and just under one term behind in science.

Standards for pupils aged seven in 2001 were well above average in reading and very high in writing and mathematics, being in the top five per cent of schools nationally. Pupils' attainment was very high in reading, writing and mathematics, when compared to that of pupils in schools of a similar type, being in the top five per cent. On average, over the three years from 1999 to 2001 taken together, pupils have left the infant phase six months ahead of pupils nationally in reading, and two terms ahead in writing and mathematics. The results at the end of the junior phase, up to 2001, rose at a slower rate than results nationally, because of a dip in results in 2000. The school's targets are appropriately ambitious. In the work seen during the inspection, standards for pupils aged eleven were above national expectations in English and well above national expectations in science and in mathematics. Standards for pupils aged seven exceeded national averages in reading, writing, mathematics and science. For pupils aged seven and eleven, in music and in design and technology, standards were above national expectations; they met national expectations in information and communication technology, geography, history and physical education. In art and design, standards met national expectations at the end of the infant phase, but there was too little evidence to judge standards at the end of the junior phase. In religious education, standards met the requirements of the local agreed syllabus for pupils aged seven and exceeded requirements by the age of eleven. The majority of children aged five met the majority of the Early Learning Goals. (The Early Learning Goals are the nationally expected standards for children at the end of the Foundation Stage.)

Pupils' achievement is good overall. Standards at this school are sufficiently high.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are good.
Behaviour, in and out of classrooms	Pupils' behaviour, both in and out of the classrooms, is good. They are attentive and enthusiastic in lessons, and conduct themselves well around the

	school.
Personal development and relationships	Pupils' personal development is good; relationships are very good.
Attendance	Pupils' attendance is above average.

A particular strength in pupils' attitudes is their great enthusiasm for school. Relationships between pupils and with adults are particularly good.

### TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	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 is good, and examples of good teaching were seen in every class in the school. The quality of teaching in English and mathematics is good; the skills of literacy are well taught and those of numeracy are very well taught. Strengths in teaching include teachers' class management and the quality of support staff; these have a most positive impact on pupils' learning. However, the practice of sharing the purpose of the lesson with pupils at the start, with a re-visit at the end to ascertain how far this purpose has been met, is inconsistent and this does not aid learning. The school meets the needs of all its pupils appropriately. A particular strength in pupils' learning is their interest and concentration.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are satisfactory in the foundation stage, and good in the infant and junior phases. The school fully includes all its pupils.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Their individual educational plans are well focussed.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. Provision for pupils' spiritual and social development is very good, for their moral development it is good, and for pupils' cultural development, it is satisfactory.
How well the school cares for its pupils	The school cares for its pupils well.

The school works well in partnership with parents. A particular strength in the curricular and other opportunities offered to pupils is the wide range of extra-curricular activities. All areas of the curriculum meet statutory requirements. The school cares for its pupils particularly well in its child

protection procedures, but the assessing and tracking of pupils' work and progress is not sufficiently consistent.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the recently appointed headteacher are good; she is steering the school in the right direction. The senior teacher is very effective and supports the headteacher well.
How well the governors fulfil their responsibilities	The governors' fulfilment of their responsibilities is good.
The school's evaluation of its performance	The school's evaluation of its performance is good.
The strategic use of resources	The school's strategic use of resources is good.

The level of staffing is appropriate; the accommodation is satisfactory and well maintained by the school's diligent caretaker. The bursar handles finances efficiently. The level of learning resources is satisfactory. A particular strength in leadership and management is the quiet but purposeful leadership by the headteacher; a weakness is the underdeveloped role of the coordinators in the foundation subjects.

The school applies the principles of best value well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Behaviour in the school is good.</li> <li>• The school expects their children to work hard.</li> <li>• They feel comfortable approaching the school.</li> <li>• The school is well led and managed.</li> <li>• Their children are making good progress.</li> <li>• The teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>• A minority of parents would like the school to work more closely with them.</li> <li>• Some parents would like the school to provide a greater range of extra-curricular activities.</li> </ul>

The inspection team agrees with parents' positive views; it finds that the school, overall, does work sufficiently closely with parents, and that it offers a wide range of extra-curricular activities.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Since the last inspection, standards at the ages of seven and eleven have risen in English, mathematics, science, information and communication technology and design and technology. In other areas, standards have been maintained.
2. As Langton Primary is a relatively small school, with small numbers of pupils in most year groups, the results of national tests can swing quite dramatically, depending on the performance of even one or two pupils. This needs to be remembered when reading about results for particular year groups.
3. Shortly after children enter the foundation stage in Reception, they are assessed to see what they know, understand and can do; social and physical skills are also noted. This is known as the baseline test. The intake in 2001 was judged to be above average. An analysis of previous intakes shows that this is broadly typical.
4. By the age of five, near to the end of their time in Reception, children are again assessed against national standards known as the Early Learning Goals. The majority of the children currently in Reception are attaining most of these goals.
5. At the age of seven, close to the end of their time in Year 2, pupils take the national tests in reading, writing and mathematics. The pupils who sat these tests in 2001 obtained levels that were well above the national average in reading, and that were very high in writing and mathematics. (Note that "very high" means that the results were in the top five per cent of schools.) Their attainment when compared to schools of a similar type was very high in reading, writing, and in mathematics. Those who took the tests in 2000 attained standards that were well above average in reading and writing, and very high in mathematics. Taking the results over the last three years from 1999 to 2001, averaged together, pupils' performance has been six months ahead of the national average in reading and two terms ahead in writing and mathematics. In all three subject areas, boys have performed better than girls.
6. Inspectors find that pupils currently in Year 2, who have just taken their national tests in May, 2002, are reaching above national expectations in reading, writing, mathematics and science. Standards in information and communication technology, art and design, geography, history and physical education meet national expectations. Standards in design and technology and music are above national expectations. In religious education, standards meet the requirements of the local agreed syllabus.
7. By the age of eleven, near to the end of Year 6, pupils take the end of Key Stage 2 national tests in English, science and mathematics. Pupils' performance in the 2001 tests in terms of national curriculum points scores was above the national average in English and mathematics, and in line with the national average in science. Pupils' performance was well above average in English and mathematics, and average in science, when compared with that of pupils in schools of a similar type. The gap between the performance of girls and boys narrows considerably during the junior phase. Taking the three years from 1999 to 2001 together, pupils have left the school at the age of eleven just ahead of pupils nationally in English, one term ahead in mathematics, and just under a term behind in science. This does not necessarily mean that pupils' performance has gone backwards during the junior phase. To see if this is the case, we need to look at how the same group of pupils has performed at the end of each phase. For example, if we consider those pupils who took their national tests at the

age of seven in 1997 and then went on to sit the end of junior phase tests in 2001, or those who sat their end of infant phase tests in 1996 and then sat end of junior phase tests in 2000, the results show that pupils have made satisfactory progress overall.

8. Inspectors find that pupils currently in Year 6 are working at above the national expectations in English, and well above national expectations in mathematics and science. The quality and quantity of work in their books show that they have made good progress over the last year in all three subjects. As with pupils lower down the school, standards in information and communications technology, physical education, history and geography meet national expectations. Standards in design and technology and music are above national expectations. There was too little evidence to judge standards in art and design. In religious education, standards for pupils aged eleven exceed the requirements of the local agreed syllabus.

9. Throughout the school pupils with special educational needs make good progress towards the targets set for them in their individual education plans. Good attention is given to developing their basic skills of literacy and numeracy and this resulted in all pupils aged 7 attaining the nationally expected standards in reading, writing and mathematics in the 2001 national tests.

10. Pupils are generally achieving well overall, considering their prior attainments. They benefit from good teaching and the friendly learning environment that this school provides.

### **Pupils' attitudes, values and personal development**

11. Pupils have good attitudes to school. They attend regularly and punctually, and most show interest in their work and enjoy their time in school. There have been no exclusions and behaviour is generally good; pupils listen to their teachers in class and concentrate well. They play games appropriately in the playground, sharing equipment such as skipping ropes and balls, though some of the youngest pupils sometimes are less co-operative and can be too boisterous at times. Attendance is very good, above the national average, at over 95 per cent. Pupils told inspectors that they are confident they would not be bullied and parents agreed, saying that the school soon resolves any incidents of friction. For example, an incident of name-calling was immediately tackled and the behaviour discussed with pupils. Older pupils are involved in helping younger ones, and feel an appropriate sense of responsibility when they reach the higher classes. They have some regular tasks, which usually involve routine organisation. Year six pupils who were voted on to the school council take their role of relaying issues and reporting opinions from pupils in younger classes seriously. Relationships in the school are very good, both between pupils and adults, among teachers, classroom assistants and lunchtime staff. Pupils said that they feel the school is a happy place, and the oldest pupils were anticipating leaving with mixed feelings

Pupils with special educational needs show good attitudes to school and to their work. Relationships are good and pupils respond well to the extra support given by teachers and teaching assistants

### **HOW WELL ARE PUPILS TAUGHT?**

12. Standards of teaching have improved since the time of the last inspection. At that time, half of the lessons seen were taught well or better; in the lessons seen in this inspection, three quarters of lessons seen were well taught.

13. The overall quality of teaching is good. The school has a dedicated team of teachers. Overall, teaching in the lessons seen was satisfactory in the foundation stage, good in the infant phase and good in the junior phase. Examples of good lessons were seen in each of the three sections of the school. In

all except one of the lessons observed, teaching was at least satisfactory. Overall, it was unsatisfactory in four per cent of lessons, satisfactory in twenty per cent, good in fifty five per cent, very good in fourteen per cent and excellent in seven per cent. Excellent lessons were seen in Years 3 / 4 and 5 / 6. The biggest strengths in teaching include the management of pupils and the use of support staff.

14. The helpful manner in which some teachers share the learning objectives for lessons with their pupils is not consistent through all subjects. In a very good literacy lesson for pupils in Year 3 / 4 on the subject of recognition of different types of poetry, the learning objectives were fully shared with pupils. This was a strength of the lesson, in which pupils made very good gains in their learning about alliteration. Similarly, in most numeracy lessons, learning objectives are shared very well with pupils and re-visited at the end to see how far they have been realised. On the other hand, in the majority of literacy lessons and in many lessons in the foundation subjects, this was not done.

15. Overall, pupils are aware of what is expected from them in terms of behaviour, and respond appropriately; this greatly helps pupils' learning. In an excellent numeracy lesson for pupils in Year 5 / 6, in which the teacher showed excellent class management, the pupils' response was first class and they showed clear enjoyment for the subject; these pupils made excellent progress in their knowledge and understanding of mental calculations involving quite complex multiplication and division. However, in an unsatisfactory physical education lesson for pupils in the Reception class, too much noise was tolerated and there was some unacceptable behaviour from a small group of boys. This resulted in unsatisfactory learning and lack of sufficient progress. Classroom support assistants through the school make a valuable contribution to pupils' learning.

16. The pace of lessons is good through the school overall. In the best lessons, pupils are reminded of the time limits on an exercise, as in an excellent numeracy lesson for pupils in Year 3 / 4. When pupils are given relatively short time spans to complete a piece of work and reminded of this, it ensures that they focus on the work they have to complete.

17. Throughout the school, literacy is well taught and numeracy is very well taught. In a good literacy lesson for pupils in reception on rhyming patterns, children made good gains in their literacy skills. In both literacy and numeracy, the national strategies are closely followed. In numeracy, the school has occasionally and appropriately adapted the national strategy to suit the needs of its pupils, for example, in the way addition is taught.

18. Teachers' knowledge and understanding are generally good in all subject areas. In a good art and design lesson for pupils in Year 1 / 2, the teacher gave clear, concise instructions on how to make leaf rubbings.

19. In the infant and junior phases, day-to-day marking of pupils' work is satisfactory. Pupils' work is marked with appropriate comments to praise pupils' efforts, together with comments to stretch pupils. Some of the marking in the Reception class is not satisfactory and does not help children to progress.

20. Individual education plans for pupils with special educational needs are drawn up by the class teacher. Targets are closely linked to the basic skills of literacy and numeracy and work is appropriately planned to match pupils' specific needs. All members of staff work hard to ensure that pupils are well supported and make good progress.

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



21. The curriculum meets statutory requirements for all subjects of the National Curriculum. The locally Agreed Syllabus for Religious education is fully implemented. The school provides a broad and balanced curriculum that is rich and diverse in the range of learning opportunities it offers pupils. Planning ensures that appropriate time is allocated to all subjects. The school has developed a long-term planning framework, spanning a two-year period, which outlines key areas of learning to be delivered in depth at each stage of development. This is successful in ensuring quality of provision across all subject areas. A key aspect within planning is the provision for literacy, numeracy and information and communication technology across the whole curriculum. The curriculum offers many opportunities for non-narrative writing, which the pupils are keen to use, writing with a strong sense of purpose, and for mental and oral mathematical skills. The National Literacy and Numeracy Strategies have made a significant contribution to the raising of standards across the school. The school is beginning to address the development of pupils' thinking skills and Key Skills, as outlined in the National Curriculum, and this is an area the school has already identified for further development

22. The curriculum provided for children in the Foundation Stage of Learning, that is the children in the reception class, is satisfactory. All six areas of learning are covered through an appropriate range of activities. Particular attention is given to communication, language and literacy, and to personal, social and emotional development. When appropriate, the relevant sections of the National Literacy and Numeracy Strategies are introduced.

23. All pupils, including those with special educational needs, have equal entitlement to the whole curriculum and learning is fully inclusive and accessible. The code of practice for special needs is fully in place and meets statutory requirements.

24. The provision for pupils with special educational needs, including those with statements of special educational needs, is good. Individual education plans are carefully constructed with achievable targets for literacy, numeracy and behavioural problems, as appropriate. Teachers refer to these targets satisfactorily when planning their lessons, and the good support given to these pupils enables them to make good progress. Parents are encouraged to be partners in their children's education and are kept well informed of their progress. A measure of the school's success in provision for pupils with special educational needs is that in 2001, all pupils at the age of 7 attained the nationally expected standards in reading, writing and mathematics, despite a number being on the special educational needs register.

25. The school is beginning to recognise the needs of "gifted and talented" pupils. Pupils showing above average academic ability work, when appropriate, with higher attaining or older pupils. A small number of older pupils show very good ability in musical activities, and these are developed appropriately both within and outside school.

26. The provision for extra-curricular activities is good. The curriculum is enriched by visits to places of interest such as The Royal Armouries Museum, the local church and places of worship from a range of faiths. Each year, the oldest pupils in school have the opportunity to participate in a residential visit, and the school ensures that all children can take part. In addition, visitors from the local community and beyond come to school to share interests and expertise. Extra curricular clubs are a strong feature of the school. Given the numbers of pupils who travel to school from a wide geographical area, these clubs are organised during lunchtimes to ensure that all pupils have equal access to them. A very successful French Club, run by a qualified French teacher, provides access to a modern foreign language for pupils aged ten and eleven each week. A programme of extra-curricular musical activities includes opportunities to play the recorder, guitar and violin. There is a thriving chess club organised by a parent; a Year 4 pupil has recently won a place in the semi-final of a national chess competition. A high quality, stimulating outdoor environment greatly enhances extra-curricular provision. The outdoor adventure area and school garden provide very good opportunities for

creative and physical development outside the classroom on a daily basis. In addition, the playground markings and games equipment provide pupils with a stimulus to promote interactive play. This is particularly good at lunchtimes, when the well-trained supervisory staff often contribute to the pupils' activities. The school has a well thought-out personal social health and citizenship programme, which includes sex education and anti drugs messages, and promotes citizenship through the school council in which Year Six participate.

27. The school has strong links with the church community and takes part in community and social events. Members from local public services regularly visit school, enabling pupils to make links between the school and the wider community. The school is developing links with a broad range of providers of nursery education, and liaises well with the secondary school to which most pupils transfer at the age of eleven. Prior to transition, visits are made by pupils and teachers to support induction. The secondary school staff teach and observe the eleven-year-old pupils during the summer term. There are plans to increase the level of liaison with the Secondary school through regular access to their information and technology suite for pupils aged seven to eleven.

28. The provision for pupils' spiritual development is a very good. This is nurtured through the positive school ethos and is evident in all aspects of school life. It is particularly well developed through whole school and group assemblies, when pupils are given opportunities to express themselves freely within a calm, supportive climate. In an assembly to consider what is valuable in life, gasps of awe could be heard as pupils appreciated the beauty of artefacts from Chinese culture.

29. Provision for moral development is good. Pupils understand the difference between right and wrong, and are involved in agreeing positive codes of conduct that are displayed in all classrooms. These principles underpin the values of the school ethos, and are reinforced by a range of appropriate rewards and sanctions. All adults in school provide very good role models for pupils, and relationships between pupils and pupils and all adults are very good.

30. The provision for pupils' social development is very good. Pupils are expected to take responsibility for themselves and the environment from very early in their school life and consequently soon develop a good level of independence. Pupils take on a range of responsibilities to ensure the smooth functioning of the school. The Head Teacher has ensured that pupils across all age ranges have some responsibilities. The youngest pupils act as bell ringers to mark the transition from school lunch to packed lunch. Pupils collect registers and take them to the school office, and report absent pupils. Other pupils take on responsibility for looking after playground equipment, for ensuring the school environment is free from litter, and for maintaining the school garden. Pupils are involved in the running of the school tuck shop and in organising milk during playtimes. Assemblies are well prepared for by the oldest pupils, who set up the audio-visual equipment and give out hymnbooks. There is an expectation that all pupils respect and look after the school environment and personal possessions. Pupils with special educational needs are fully integrated into school life and benefit from the supportive and tolerant nature of their peers.

31. The provision for pupils' cultural development is satisfactory. Pupils gain a good awareness of their own culture and, through religious education, a knowledge of other cultures and faiths. This has been enhanced through visits to other communities and places of worship from a range of faiths. The pupils are satisfactorily prepared for living in a multi-cultural society. The school has plans to strengthen these opportunities through Internet links with schools with greater cultural diversity in the near future.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

32. The school cares well for its pupils. There are good, carefully formulated procedures in place relating to safety and welfare, and there is appropriate involvement of health professionals whose advice the school can call on, including the expertise of governors. The school has made efforts to minimise risk, for example, by staging fire drills at different times of day and analysing the results. Pupils boarding and dismounting from the school bus are well supervised. Pupils with special education needs are well supported. The school takes care to note the medical needs of pupils who have asthma or allergies. Healthy lunches are cooked on the school premises. There is a focus on anti-racism and bullying which works successfully, a point on which parents also agreed, and the personal development of pupils is addressed well. There are good measures to promote attendance; contact is made with parents on the first day of a pupil's absence, and awards are given for high levels of attendance. The school has good procedures for child protection. The head teacher has undergone recent training and this now needs to be extended to all staff.

33. The assessment of pupils' work over time and its use to plan future work is unsatisfactory overall. Some progress in this area has been made since the last inspection, and some limited tracking is now taking place, but assessment is not consistently implemented through the school. For example, rather than pupils being identified as at a level 4a, 4b or 4c, they are generally assessed as being at level 4. Nonetheless, assessments using appropriately divided levels are now being used in writing and in targets to predict pupils' future performance. The school uses the optional national tests in Years 3, 4 and 5 appropriately.

34. Pupils with special educational needs are well supported. Their needs are identified early and the relevant extra help is planned to ensure they make good progress towards the targets set in their individual education plans. Their work is regularly monitored and assessed and their individual education plans are updated to take account of their rates of progress. External help is sought where necessary and the statements for special educational needs are reviewed annually in accordance with statutory requirements.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

35. This is a good area of the school's work. The head teacher has made parent links a focus of her job, and the school has partnership as a focus on its action plans. Most of the answers to the parents' questionnaire were positive, reinforcing the supportive views expressed in the pre- inspection meeting.

36. A new Friends' Association has been set up in response to parents' requests, which raises funds and stages social events. The head teacher also uses it to gauge opinion among parents, and it provides a useful liaison between the governing body and the parents.

37. The school has organised a successful scheme involving some parents in ways in which they can help their children's work at school. It has resulted in a few parents going on to gain qualifications.

38. Parents of pupils with special educational needs are involved from an early stage of concern about their children's progress, and receive regular reports.

39. The quality of information produced by the school is satisfactory. Statutory information is contained in the prospectus and the governors' annual report to parents. A regular newsletter has been started, which is distributed to the governors and people in the village too. Reports have useful information about children's personal development and what they have studied during the year. They make appropriate judgements on pupils' attainment and progress.

40. Targets for some areas are rather vague, and do not yet provide explicit advice to parents as to how they might help their children to improve their work. There is a home\school booklet, which is used mainly in the younger classes, to provide a dialogue between teachers and parents, since many parents live at some distance from school and their children arrive by bus every morning. Some parents said that they would like this use to be extended so that they could have a greater exchange of information about older pupils too.

41. Parents are very committed to their children's education and help as much as they can. Parents read regularly with their children at home and become involved with homework. Many help with clubs, for example the chess club, which operates to a high level of skill, and the fruitful results of the gardening club run by a parent are plain for all to see in the school grounds.

42. Parents of children with special educational needs are invited to the termly meetings to review the targets within the pupils' individual education plans and are kept well informed of their progress throughout the year.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

43. The quality of leadership and management have been maintained since the last inspection. The leadership and management by the recently appointed headteacher are good, in both academic and pastoral spheres. The headteacher is committed and she knows how she wants the school to develop. Her leadership is ensuring clear educational direction for the school. She wants the best for her pupils; her leadership has helped to nurture a wonderful learning atmosphere and a happy environment. .

44. The school's aims and values are easily seen in the daily routines of the school, and the school's aims are appropriately re-drafted annually, following discussions with staff, governors and parents. The Year 6 teacher is a very competent member of the senior management team; there is no deputy headteacher. The subject coordinators manage their subjects appropriately, monitoring planning and marking. They evaluate pupils' work appropriately. Apart from in literacy, numeracy and science, they are not yet involved in the monitoring of teaching in their subjects. In the foundation subjects, coordinators do not always have a sufficiently informed over-view of the learning in their subjects through the school.

45. The governing body's fulfilment of its statutory responsibilities is good. The governors want the best for the school and are determined that it should succeed. The Chair of the Governing Body visits the school on a regular basis. Governors with responsibility for literacy, science and early years visit classes particularly regularly, to evaluate the implementation of the curriculum. Their role in helping to shape the educational direction of the school is good. The governing body has a good understanding of the main strengths and weaknesses of the school. Between them, the governors bring an appropriate range of expertise to the running of this school.

46. The headteacher has monitored teaching of literacy and numeracy in all classes and has provided all staff with both verbal and detailed written feedback.

47. The school's targets are appropriate and sufficiently ambitious. The school has a good capacity to succeed. The school improvement plan is a useful document that clearly and appropriately prioritises the school's needs.

48. Procedures for the induction of new staff are good. The recently appointed newly qualified teacher in Year 3 / 4 has been appropriately mentored by the headteacher. Appropriate policies and

plans are in place for performance management. Targets have been set and are due to be reviewed this summer.

49. The management and administration of special educational needs is good. Statutory requirements are fully met, the special educational needs register is kept up to date, and pupils' learning and progress are well recorded. The school makes effective use of funding for pupils with special educational needs. Support staff have a good knowledge of pupils' individual education plans, give good support to the teachers and contribute effectively to pupils' learning. Governors are appropriately involved in the monitoring of pupils with special educational needs, and external agencies are used effectively to help address specific weaknesses in pupils' learning, as appropriate.

50. The match of teachers and support staff to the demands of the curriculum is currently good. The accommodation is satisfactory overall, and is very well maintained. Classrooms have attractive displays that support pupils' learning. Resources are generally satisfactory in quality and quantity. Classroom libraries are in need of some upgrading. Information and communication technology is about to be upgraded by the building of a dedicated suite for computers.

51. The effectiveness of the school's use of new technology is satisfactory. The school's competent bursar and the headteacher handle the finances well. The school ensures that it spends its money wisely. The school's finances are adversely affected by the current small cohort of pupils in Year 5. Specific grants are used appropriately.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to further improve the school, the headteacher, senior management team and governing body should ensure:-

- that the coordinators of the foundation subjects have sufficient over-view of their subject areas. (Paras 91, 96, 110, 116)
- that assessment procedures and the tracking of pupils' academic progress are made more consistent through the school. (Para 34)

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	29
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	2	4	16	6	1	0	0
Percentage	7	14	55	20	4	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 three percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	89
Number of full-time pupils known to be eligible for free school meals		12

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		13

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	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	6

### *Attendance*

#### **Authorised absence**

	%
School data	4.4

#### **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	*	*

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	100(100)	100(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	10	10	10
Percentage of pupils at NC level 2 or above	School	100(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	*	*

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	14	16
Percentage of pupils at NC level 4 or above	School	82(77)	82(77)	94(69)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	14	15
Percentage of pupils at NC level 4 or above	School	82(77)	82(77)	88(69)
	National	72(70)	74(72)	82(79)

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

\* indicates that figures are too small to be statistically significant.



### ***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	82
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.3
Number of pupils per qualified teacher	20.93
Average class size	20.25

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	53

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	[ ]
Total number of education support staff	[ ]
Total aggregate hours worked per week	[ ]
Number of pupils per FTE adult	[ ]

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000-2001
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	£
Total income	223293
Total expenditure	219757
Expenditure per pupil	2389
Balance brought forward from previous year	28228
Balance carried forward to next year	31764

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1.5
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	62
Number of questionnaires returned	33

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	3	0	0
My child is making good progress in school.	63	33	3	0	0
Behaviour in the school is good.	70	30	0	0	0
My child gets the right amount of work to do at home.	30	52	15	3	0
The teaching is good.	67	30	3	0	0
I am kept well informed about how my child is getting on.	55	36	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	70	27	3	0	0
The school expects my child to work hard and achieve his or her best.	64	36	0	0	0
The school works closely with parents.	52	30	18	0	0
The school is well led and managed.	58	39	3	0	0
The school is helping my child become mature and responsible.	76	18	6	0	0
The school provides an interesting range of activities outside lessons.	28	39	27	6	0

## **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**

52. There are currently 16 children in the reception year, who are taught in a mixed age class with three Year 1 children.

A nationally approved baseline test shows that children's attainment in language, literacy and communication, mathematics and personal, social and emotional development is above the average for their age when they start school. They make satisfactory progress during their reception year, and by the time they enter Year 1, the majority of children are well on their way to achieving the early learning goals in all six areas of learning and many will exceed them.

Most of the children have had some pre-school experience, but this has come from a wide range of providers. As a result, it is difficult to liaise effectively with these groups before the children start school. However there are some good systems in place, such as visits in the summer term, home visits and comprehensive information packs, which help ease the transition from pre-school into reception, and appropriate induction procedures ensure that children settle quickly into their new routines.

#### **Personal, social and emotional development**

53. The staff place good emphasis on providing a range of appropriately planned activities to develop this aspect of children's learning. As a result, the children make satisfactory progress and the majority leave the reception class having achieved the early learning goal and some will exceed it. Children learn to play amicably with others in class, to share resources and to co-operate with adults and each other. The majority of children are able to undress themselves for physical education activities with minimal adult help, and they look after their own personal hygiene.

54. The children's attitudes to lessons are positive and the majority follow the instructions given by adults working with them carefully. However, there is a significant minority of children, particularly boys, who sometimes talk when the teacher is talking and are unwilling to follow instructions properly or listen to others. This was apparent in a physical education lesson, where it had a detrimental effect on their own learning and on that of others. Whilst the behaviour of the majority of children is good in class, again a number of boys behave inappropriately, on occasions, in the playground. The staff provide good opportunities for the children to become increasingly independent. For example, they ensure children are fully involved in classroom tasks such as taking registers to the office, ringing the dinner bell and tidying up after activities.

#### **Communication, language and literacy**

55. The majority of children make satisfactory progress in this area of learning. They are on course to achieve the requirements of the early learning goal by the time they leave Reception, and many should exceed it. Where appropriate, the relevant sections of the National Literacy Strategy are introduced. Most children are confident speakers and are able to make their needs and feelings known. Teachers and support staff give children many opportunities to talk about their work and their personal experiences. Well-structured role play activities have a direct impact on children's speaking and listening skills, which are developing well. The majority of children listen attentively to stories and respond well, talking enthusiastically about what they liked and disliked, expressing themselves clearly. When choosing a book, children hold it the right way, understand that words and pictures carry meaning and are aware that print is read from left to right. They recognise and read their own name,

the names of familiar objects within the classroom and key words within stories. The children are beginning to associate sounds with patterns, words and letters, and to read familiar words with increasing accuracy. The children enjoy mark making and basic writing experiences, and use a wide range of implements for drawing, scribbling and writing confidently.

Many of the children are beginning to write recognisable sentences and make reasonable attempts at words with which they are not familiar. However, there are missed opportunities, during lesson time, for children to improve their handwriting and presentation skills.

### **Mathematical development**

56. Children make satisfactory progress and, by the time they leave the reception class, the majority of them are on course to achieve the early learning goal and a significant number may exceed it. Where appropriate the relevant sections of the National Numeracy Strategy are introduced. Teaching is satisfactory, and activities such as the counting and sorting of objects and sequencing of patterns, together with practical activities for measuring and shape work, all contribute effectively to children's mathematical progress. By counting, ordering and adding together, children develop a good understanding of numbers up to 10, which they record in a variety of ways and consolidate through number rhymes. However, teachers' planning does not always take accurate account of children's individual ability and consequently the higher attaining pupils are not making sufficient progress, because of the lack of challenge to their work. Children can recognise and make repeated patterns, for example, as they count in 2's, 5's and 10's and they know the names of common regular shapes, such as squares, circles, and triangles. Well-planned practical activities encourage children to weigh and measure everyday objects using non-standard measures, and to record their findings accurately. This, together with sand and water activities, effectively develops children's mathematical language, as they are encouraged to use terms such as "more than, less than, biggest, smallest, heaviest, lightest".

### **Knowledge and understanding of the world**

57. The majority of children start school with general knowledge greater than that expected for their age. They make good progress in this area of learning, and the majority are on course to exceed the early learning goal as they enter Year 1. Teaching is sound, with activities planned to stimulate children's curiosity, to develop their powers of observation and to encourage them to ask questions. Children's geographical knowledge is effectively developed as they look at different environments and cultures around the world, such as the Polar regions and China, following the travels of Barnaby Bear. In science activities, children can identify parts of the body correctly, know how to care for pets and baby animals, and carry out simple scientific investigations, for example, when making electrical circuits. Visitors to the school, such as the school nurse and a veterinary nurse, and visits out of school, to the seaside and to museums, greatly enhance pupils' learning. Children gain a sense of times past as they experience life in Victorian times and look back to the times when they were babies. They enjoy listening to Bible stories, are confident when using the computer and show good control when using the mouse. Children show interest and enjoyment in this aspect of their work, recording the main features from each topic through writing, drawing, painting and model making.

### **Physical development**

58. Children make satisfactory progress in this area of learning, and the majority are on course to achieve the early learning goal by the time they leave reception. Teachers' effective planning ensures that children have good opportunities to improve their manipulative skills by using scissors, holding pencils and brushes, threading, rolling, completing jigsaws and using small construction apparatus. They do these tasks well. In a physical education lesson seen, children demonstrated several ways of

moving, for example, walking, jogging, hopping. Children's awareness of their own and each other's space is developing well, as is their ability to stop at a given signal. They are beginning to apply the floor activities appropriately to gymnastic apparatus, but in one lesson seen, did not work sufficiently quietly. Good use is made of the adventure playground, weather permitting, for balancing and jumping. However, there is a lack of regular, planned outdoor play to allow children a greater freedom of movement, and there are no wheeled toys, climbing apparatus or large building bricks to further children's development in this area of learning. The school has, however, identified this as a priority area for development in the near future.

## **Creative development**

59. Most of the children achieve well in this area of learning and should achieve the early learning goal by the time they enter Year 1, with some exceeding it. Children are given many opportunities to draw, paint and make objects by using a variety of media. They use their good manipulative skills to thread pasta and straws to make bracelets. They are developing the use of simple plans before making objects, as when making a beach bag, and use magazine pictures to make collages. Children have good opportunities to explore food technology as, for example, they make stir fry to enhance their work on China. The structured role-play area, a Chinese restaurant, fires the children's imagination as they play out the role of customer, waiter and cook. Much of the children's creative work is linked to other areas of learning; for example, their collaborative displays on Polar regions, animal habitats and seaside holidays. Children participate well in musical activities. They explore the sounds made by a variety of instruments, sing their name in response to a given cue, keep time with the teacher as they clap out various rhythms and join in repetitive patterns within a song. They enjoy singing songs and rhymes, and add actions appropriately.

## **Teaching, Learning and the Curriculum**

60. Teaching in the Foundation Stage is shared between the headteacher and a part time teacher. The quality of teaching is sound, overall. The teachers, teaching assistants and other helpers work effectively together as a team to create a caring and secure environment and they form good relationships with the children. However, although the majority of pupils behave appropriately, there is a minority of pupils who find it difficult to listen attentively to their teachers and each other. Children feel secure in developing their learning through the range of appropriately planned activities, and through the constructive praise they receive from teachers and teaching assistants. Teaching assistants and adult helpers are used effectively to support individuals and groups of children, including those with special educational needs. They are well briefed by the teachers, have a good knowledge of the children and make a positive contribution to their learning.

61. The effective questioning techniques used by all adults have a positive impact on the development of speaking and listening skills for the majority of pupils. However, where teaching is less successful, children talk when the teacher is talking, the pace of the lesson is too slow, and tasks lack challenge, especially for the higher attaining pupils. This was seen particularly in a mathematics lesson, where higher attaining children showed a good understanding of larger numbers, but the subsequent "stamping pictures" exercise limited them to matching numbers mainly up to 20. A scrutiny of work also indicated that these children were capable of working at a higher level.

62. The curriculum is planned satisfactorily to cover all areas of learning, and particular emphasis is placed on language, literacy and communication and personal, social and emotional development. The teachers plan well together, and the detailed weekly plans show what work is to be covered in each area of learning and what skills the children are expected to learn. Opportunities are provided for

children to take part in a variety of visits out of school, into the local environment or to museums and the seaside, and visitors such as a local musician come into school. These opportunities provide significant learning experiences and enrich the curriculum. Initial baseline assessment is carried out appropriately, and the information derived is used to plan subsequent learning experiences throughout the year. Teachers assess children systematically in all areas of learning, and record their findings, but these are not always used to plan future teaching appropriately, or to plan for individuals such as the higher attaining children.

63. The links with parents are good. The teachers carry out home visits before the children attend school and appropriate induction procedures ensure that children quickly settle into school routines. Teachers communicate with parents throughout the year by means of the home/school reading book, and the good termly newsletter keeps parents well informed about what their children are learning. Parents are very supportive and the school values their help in the classroom, for example, with cooking activities, and on visits.

## **ENGLISH**

64. Since the last inspection, good progress has been made. The results of the 2001 National tests for eleven-year-olds showed that the attainment of pupils was above the national average, and well above average when compared to the attainment of pupils in schools of a similar type. A comparison with those same pupils' performance at the age of seven in 1997 shows that pupils have made above average progress. The percentage of pupils attaining the higher levels in the tests is well above the national average, and well above the percentages attained by schools in similar circumstances. Over time, the levels of attainment are broadly in line with the national average. The majority of the present eleven-year-olds are achieving at least the expected levels of attainment, with over 50% of them achieving the higher levels. Progress from the age of seven to eleven is good.

65. In the 2001 National tests for seven-year-olds, standards of attainment in reading were well above the national average, and very high when compared to those of schools in similar circumstances. In writing, attainment was very high when compared to both national averages and to attainment of pupils in similar schools. Over time, the trend has been an improving one that has exceeded the trend nationally. Over an extended period, boys have been attaining better than girls. The percentage of pupils attaining the higher levels in both reading and writing is above 50%. This is well above the national average, and well above the attainment of pupils in similar schools. Teacher assessment shows that attainment in speaking and listening is very high when compared to the national average, and attainment at the higher levels is above the national expectation. The majority of the present seven-year-olds are achieving the expected levels of attainment, with over a third of them achieving the higher levels. The standards achieved by pupils at the age of seven represent good progress.

66. Standards in speaking and listening are above average throughout the school. Pupils speak with maturity and confidence in a range of situations, at all stages of development. They have many opportunities to communicate through spoken language across the whole curriculum. These include opportunities for performing to live audiences through school drama productions, and to converse with a range of adults from the wider community. Within literacy lessons, good use is made of links between speaking and listening and the development of reading and writing.

67. Throughout the school pupils with special educational needs make good progress towards the targets set out in their individual education plans. They are well supported by both teaching and support staff. Pupils have opportunities to access learning in all aspects of English through well-differentiated

activities and the deployment of a range of appropriate resources. Staff work hard to support the development of literacy skills for all pupils.

68. Pupils of all levels of attainment make good progress in reading throughout the school. They readily participate in shared and guided group reading sessions, where they learn to enjoy reading and experience a wide range of texts. Good use is made of reading across the curriculum, and the school is developing a good range of reading resources to enable all pupils, including those with special educational needs, to access learning in all subjects, and for them to use and apply literacy skills in a range of learning situations. Pupils enter the infant phase with levels of attainment above those expected of five-year-olds. Between the ages of five and seven, they make good progress, and most learn to appreciate books and listen to stories with interest. Higher attaining pupils express reading preferences. They talk about authors and illustrators, and make reference to specific styles within a range of known texts. The majority of pupils develop good word recognition skills linked to the school's reading programme. Pupils become increasingly aware of letter sounds and blends, and use these strategies when reading aloud. Between the ages of seven and eleven, pupils continue to make good progress in reading, and by the age of eleven, the majority achieve very good levels of attainment. At this age, the majority of pupils can tackle unfamiliar texts with confidence. They use higher order techniques such as skimming and scanning to identify key points within texts, and can talk about different aspects of language used, such as dialect within narrative texts and technical language within informative texts. One higher attaining pupil describes and explains Louisa M. Alcott's use of figurative language and themes in 'Little Women' and 'Good Wives', showing great maturity in the evaluation and interpretation of texts. The majority of pupils have an obvious love of reading. They discuss the use of texts readily, and can give examples of learning through the use of information texts in history and geography, and through CD Rom based resources.

69. Pupils at all levels of attainment make good progress in writing throughout the school. Pupils learn to write for a variety of purposes and in a wide range of situations across the whole curriculum. Good links are made between speaking and listening and writing throughout the school. This is particularly effective in supporting the development of non-narrative writing. Between the ages of five and seven, many written tasks arise from the 'big books' used during the well-managed literacy Hour. In one lesson, pupils made good use of the story structure in 'Anna's Amazing Multi-coloured Glasses' as a framework for their own story writing. The majority of pupils have a lively imagination, and are enabled to use it to the full within the secure structure they are given, which also enables good sentence construction and spelling to be developed. Higher attaining pupils work creatively with a high level of independence to produce imaginative stories. As they progress, pupils learn to spell with increasing accuracy. They are encouraged to use word-books and banks of words to check their spellings before seeking help and most pupils do so to good effect. The majority of pupils can spell words phonetically. At this stage, pupils' handwriting is well developed. Letters are usually well formed and correctly orientated. Higher attaining pupils are beginning to develop a joined style. Between the ages of seven and eleven, pupils continue to make good progress in writing. They have a broad range of opportunities to communicate through writing across the curriculum. Non-narrative writing is well developed. A particularly strong feature is discursive writing. Pupils consider the pros and cons in relation to pertinent questions such as, 'Should mobile phones be allowed in school?' They are able to present their ideas in a variety of ways, reflecting a high level of maturity. Narrative writing is less well developed. Pupils open their stories appropriately and their writing follows a series of logical events to develop a theme. The lack of adventurous adjectives, however, gives their writing a lower level of interest than would be expected for the abilities of the pupils. The language used within story writing does not reflect the very articulate use of spoken English. Good use is made, however, of punctuation, including speech marks within narrative work. Throughout the junior phase, pupils make good use of writing frames in order to structure their ideas. There is little evidence, however, of self-evaluation, editing and re-drafting to improve initial writing. Handwriting is well developed, and the



majority of pupils write in a neat, legible joined style. Good use is made of information and communication technology within the course of writing. Pupils have access to word processing and art packages, and use these to good effect in the presentation of written work.

70. Pupils' behaviour and the attitudes to their work are very good. They enjoy English and the majority are keen to participate and have lively and interesting contributions to make. Most pupils enjoy the challenge of new language, and work hard to apply their learning in written tasks across the curriculum. When writing, their concentration is sustained and they endeavour to complete tasks within the time targets set by teachers. Pupils' enthusiasm for learning is a significant factor in promoting their good progress. Pupils with special educational needs are fully integrated into all language work. They respond well to the support they are given and they too make good progress. The majority of pupils are able to discuss the way language is used to express awe and wonder and the emotions of the writer in a variety of texts, including poetry. English makes a good contribution to pupils' spiritual, moral, social and cultural education.

71. The quality of teaching has improved since the previous inspection. Teaching is satisfactory in 20 per cent of lessons, good in 40 per cent and very good in 40 percent of lessons. The good and very good teaching occurs with pupils between the age of seven and eleven.

72. All teachers display good questioning techniques and have a secure knowledge and understanding of the subject. They understand and have begun to adapt the National Literacy Strategy to suit the needs of pupils, and this provides a secure framework for their medium and short term planning. Work is well matched to pupils' needs. The very good teaching in the junior phase is characterised by very skilful questioning at the beginning of lessons during shared text work. Teachers draw on pupils' prior knowledge and experiences, and enable them to develop new learning by setting high levels of challenge. Very good teaching of pupils aged between seven and nine enables them to make in depth analysis of poetry. Very good, targeted questioning and good reference to the text enables pupils to distinguish between adjectives and common and proper nouns. Learning is quickly developed further through very good demonstration by the teacher to introduce adverbs. This captures the pupils' interest and has a significant impact on their capacity to learn. Very good explanation enables all pupils to have a clear idea of what is expected of them. Consequently, they make very good progress in the lesson and produce poetry of a very good standard. Teachers' planning is good, and includes the flexible use of support staff to aid progress of the lower attaining pupils. Planning shows the learning intentions within a lesson and over time. However, the sharing of lesson objectives with pupils does not have a consistent approach throughout the school. This is best developed in the teaching of pupils aged seven to nine. Here, the learning objective is clearly written and shared with pupils at the beginning of lessons and is returned to at the end of the session to enable assessments to be made by both pupils and the teacher. Pupils are well supported during group activities, and are given frequent time targets to keep them motivated and working hard. Teachers work hard to mark pupils work regularly, and give feed back, although there is some inconsistency in the quality of marking through the school. It is again most effective for pupils aged seven to nine, and gives them praise for achievement and targets for further development. Pupils in this age range also have well-focussed individual learning targets. The assessment procedures developed for these pupils have a very significant impact on the standards of attainment achieved, but these procedures are not reflective of practice across the whole school.

73. The quality of the curriculum is good. The National Literacy Strategy is having a positive effect on raising standards and the school is well placed to continue improvement in this area. Leadership and management of the subject are good. The coordinator has regular opportunities to monitor the work of the school through observation of teaching, checking of planning and scrutiny of pupils' work. Resources for English have been recently improved and there are plans to build a new school library.

This will significantly improve access to learning across the curriculum. In addition, the information and communication technology resources, within the new library, will enhance provision for reading and writing skills and retrieval of information that currently exists in classrooms.

## **MATHEMATICS**

74. Standards in mathematics have greatly improved since the time of the last inspection. At that time, they were found to match national averages for pupils aged seven and for those aged eleven. In the latest inspection, they were found to be above the national expectation for pupils currently aged seven, and well above the national expectation for those aged eleven.

75. On the basis of 2001 national test results based on average national curriculum points scores, attainment was very high at the end of the infant phase, being in the top five per cent of schools nationally. The percentage of pupils obtaining level 2, the expected level, was above average; the proportion obtaining the higher level 3 at the end of the infant phase was well above the national average. Pupils' performance in the end of infant phase mathematics test was very high in comparison with schools with pupils from similar backgrounds, being in the top five per cent of such schools. The average attainment of pupils in the three years 1999 to 2001 was two terms ahead of the national average. The performance of girls was lower than that of boys in the end of infant phase tests over the last three years taken together

76. In the 2001 national tests at the end of the junior phase, pupils' attainment in terms of points scores was above the national average. The proportion of pupils obtaining level four, the expected level nationally, was average, but the proportion reaching the higher level five was above average. When compared with pupils from schools of a similar type, standards were well above average. The performance of boys has been similar to that of girls over the last three years.

77. For the current groups of pupils, evidence from the lessons observed, scrutiny of pupils' work and discussions with pupils indicate that attainment is above average at the end of the infant phase, and well above average by the time pupils leave the school at the end of the junior phase. In the work seen during the inspection, many pupils in the infant phase demonstrate an above average standard in their ability to work with shape, space and number. Pupils in the junior phase also perform particularly well in number work. Pupils aged eleven have especially good knowledge of their multiplication tables. This is greatly helped by the school's use of "Learn by Heart" notebooks, in which pupils record key work that they have to commit to memory. Pupils aged eleven can work out sums such as  $13 \times 24$  or  $12.5 \times 14$ , for example, in their heads, and explain the methods that they have adopted confidently. They write out their seventeen times table, for example, effortlessly and rapidly, firstly entering the "obvious" ones such as  $10 \times 17 = 170$ , immediately getting  $5 \times 17$  by halving 170 and  $9 \times 17$  by taking 17 off 170. They realise that  $2 \times 17 = 34$  and "do the doubles" on this to get  $4 \times 17$  and  $8 \times 17$ . In the lower juniors, pupils are adept at work on angles; they add hundreds, tens and units, vertically, systematically and accurately. Pupils aged seven describe the properties of shapes to the teacher, using correct terminology, and the teacher has to "guess the shape". Pupils use correct mathematical vocabulary throughout the school, and this helps their learning. They develop their own strategies when solving problems in their heads, can interpret charts appropriately, and are appropriately familiar with different ways of presenting data. There was no difference observed in the performance of girls and boys in the lessons seen.

78. Overall learning of pupils in mathematics is very good in both the infant and junior phases; this includes those pupils having special educational needs. One major factor in pupils' progress is their sheer love of the subject; they have very positive attitudes and their behaviour is very good. Teaching

is very good and thoroughly stimulates pupils' interest. The teaching observed was excellent in two of the four lessons seen, very good in one lesson and good in the other one. The features that made the best lessons excellent, and contributed to a very high rate of learning, were very high expectations by the teachers, challenging activities, and a brisk and purposeful pace in which the teachers set time targets for pupils. In such lessons, the learning objectives were clearly explained at the outset, and revisited at the end of the session to see how far they had been achieved. Pupils' achievements are very good.

79. The coordinator for mathematics is a particularly able practitioner. She monitors teaching, planning and marking effectively. She analyses the results of national tests and reports on the strengths and weaknesses in pupils' work to colleagues. Assessment procedures are just satisfactory and do not include sufficiently precise levelling of pupils' work. The overall level of resources is satisfactory. Information and communication technology is used effectively to support pupils' learning.

## **SCIENCE**

80. Standards in science have greatly improved since the time of the last inspection. In the current inspection, standards were found to be above the national expectation for pupils aged seven and well above the national expectation for those aged eleven. In the previous inspection, standards were found to match the national average.

81. In the 2001 teacher assessments for the small group of pupils aged seven, standards were very high, being in the top five per cent of schools nationally. In the national tests in 2001 for pupils aged eleven, standards matched the national average. Results were also average when compared to results for eleven year olds in similar schools.

82. Two lessons were seen during the inspection; in both, the teaching was very good. An analysis of work in the pupils' books showed that they were being taught well and making good progress. The teachers plan and prepare well for the pupils to carry out investigations. Consequently, the pupils show excitement and enthusiasm for learning. In a very good lesson for Year 2, the teacher presented the pupils with a range of activities with the theme of measuring differences between themselves and others. There was good discussion about questions such as, "Would we expect the tallest pupil in the class to be the oldest?" and, "Should the pupil with the widest hand-span have the longest feet?" Pupils were engrossed in the measuring, accurate and thorough in their recording and interested in the results. In a very good lesson for pupils in the lower junior phase, on the subject of growth of seedlings and plants, there was very good discussion about the results of previous and on-going experiments, and useful suggestions from the pupils for further investigations. For example, the appearance of a geranium plant that had been kept in the dark for seven days was compared with that of one left in full light. Pupils used correct scientific language, and were able to suggest that the one that had been kept in the dark, which was more tall and spindly, could be taller because it was "searching for light". They went on to suggest that this plant was kept alongside the other plant in full light, to see if they would then match and recovery take place. There was good opportunity in this lesson for independent writing about growth factors in plants. Pupils with special educational needs are well supported by their teachers and other adults, so that their learning is similar to that of the majority of pupils. Good discussions take place in lessons, and the teachers are clear what they want the pupils to learn.

83. Year 6 have carried out some very good work on teeth, incorporating some excellent scientific diagrams. They produce graphical data appropriately and analyse it, using their numeracy skills very well. The pupils' recording of their investigations is developing progressively through the school.

Investigations such as “How to make your rubber fall as slowly to the ground as possible” are innovative and scientifically rigorous.

84. The coordinator has been in post for one year. She analyses the results of national tests with the Year 6 teacher and reports on her findings appropriately to colleagues. Assessment procedures are not yet consistent through the school, although useful target setting is taking place in Years 2, 5 and 6. The school has recently run an effective ‘science workshop’ for parents, so that they can help pupils to learn, and also a ‘science awareness day’ for the governors. Action taken to improve standards in the subject has been appropriate, and is already being seen to bear fruit in improved standards. The school benefits from its links with the science department in a local high school. At least half of the current Year 6 pupils are on course to reach level 5; two pupils have been entered for level 6. Resources are satisfactory overall; the school grounds are used appropriately.

## **ART AND DESIGN**

85. There is insufficient evidence available to make a judgement on attainment, progress and quality of teaching for pupils at the age of eleven. Standards for pupils aged seven match those expected for their age, and they make satisfactory progress, including those pupils with special educational needs. Standards for pupils in the infant phase have been maintained since the last inspection.

86. Pupils aged between five and seven use a suitably wide range of materials and work appropriately with different media. They experiment appropriately with colour, successfully creating different shades and tones, and they develop their artistic skills further through the use of computer programs. This was seen in the good lesson in the Year 1 and Year 2 class. Pupils are beginning to develop an understanding of design as they arrange leaf rubbings appropriately before making up their collages.

87. In the lesson seen in the mixed Year 1 and Year 2 class, teaching was good. This is because the teacher has a good subject knowledge. She gives clear instructions and uses good examples to help children achieve well in the variety of activities planned. The classroom is well organised with resources readily to hand. This ensures maximum use of time as pupils move to their activities quickly and begin work immediately. They share resources well, and respond positively to praise from the adults working with them.

88. Pupils in the mixed Year 3 and Year 4 class build appropriately on the work they have done in the younger age range as they extend their range of techniques and materials. They investigate the work of Paul Klee as they make pictures, using a variety of media, on the theme journeys in the style of this artist. In the satisfactory lesson seen, where pupils worked on a dream sequence, they showed a sound understanding of the importance of designing their work prior to engaging in practical activity, and of discussing and evaluating their own work and that of others. They use a variety of techniques, including drawing, painting, printing, photography and photocopying to achieve the desired effect. The pupils enjoy their work and, because of the teacher’s good organisation, they concentrate on their tasks and behave well. However, evidence available for pupils in the mixed Year 5 and Year 6 class does not show a satisfactory progression of these skills. Here work consists mainly of designing posters, for example, about healthy living, or creating pictures connected to religious education lessons. Although in the majority of cases this work is carefully and neatly done, it consists mainly of colouring using crayon or felt pens.

89. Art is successfully used, particularly for pupils aged 5 to 7, to enhance their work in other areas of the curriculum, with magazine collages linked to healthy eating, silhouettes linked to a science topic on Ourselves, and material collages and patterns using information and communication technology to

illustrate the story of Joseph. The standard of displays throughout the school are satisfactory, although there is no work from the Year 5 and Year 6 class included in these.

90. Leadership and management of the subject are currently unsatisfactory. Although there has been some improvement since the last inspection, in that the school is following the national guidance for art and design, there is insufficient guidance on the progression of skills and techniques to be developed. Pupils have too few opportunities for observational drawing or developing creative and imaginative work, using a wide range of techniques and stimuli. The school has, however, recognised this weakness, and there are plans in hand to redress it. There are currently no opportunities to monitor teaching and learning, and there is no formal system of assessment in place to monitor pupils' progress and attainment. Resources for art are satisfactory and appropriate use is made of the accommodation available. The subject makes a satisfactory contribution to pupils' social and cultural development.

## **DESIGN AND TECHNOLOGY**

91. Standards have improved since the time of the last inspection from matching national expectations for pupils aged seven and eleven, to being above national expectations for pupils at the end of both the infant and junior phases. Owing to timetable constraints, it was not possible to see any lessons in design and technology lessons during the inspection.

92. An analysis of recent work shows that pupils' attainment is above average at the end of both phases. Learning is good overall for all pupils, including those having special educational needs, throughout the school. Pupils are systematically building up the key skills of designing and making as they go through the school. Examples of recent work carried out include skilful lighthouse construction by pupils in Year 6, with the models produced being linked to computers to control light output. Pupils aged eleven have done particularly good work, designing, making and then evaluating musical instruments, such as harps. Pupils' work on structures exceeds nationally expected levels. Younger pupils in the junior phase have produced a range of useful models, made from junk boxes and controlled by pneumatics. Pupils in Year 2 have worked hard in designing and making a range of houses. Information and communication technology is incorporated effectively in this subject. Pupils respond very well indeed and show great enthusiasm when talking about their work.

93. The co-ordinator, who is also the headteacher, is enthusiastic and has attended relevant in-service training. Resources are satisfactory and are stored appropriately.

## **GEOGRAPHY**

94. Standards in geography are in line with national expectations for pupils at the end of both the infant and junior phases, and have been maintained since the previous inspection. There is a rolling programme of geography and history. No lessons were taking place during the inspection period; the judgements above are based on an analysis of pupils' written work, coupled with discussions with the coordinator and with pupils.

95. Pupils in Year 6 are reaching nationally expected standards in their work on mountain ranges, including the Alps, the Himalayas and the Andes. Discussions with Year 6 pupils show an appropriate level of geographical understanding. Pupils in Year 2 are covering local geography appropriately; geographical features in the nearby town of Malton are studied effectively. There is, however, a lack of progression of map skills through the school. Assessment procedures are inconsistent. Resources

are satisfactory overall, but there is a lack of suitable atlases. The coordinator is keen and enthusiastic but does not, because of time constraints, have sufficient overview of the subject through the school

## **HISTORY**

96. As no history lessons were observed for pupils aged five to seven, it is not possible to make a judgement on the quality of teaching for these pupils. However, a scrutiny of pupils' work and teachers' planning, and discussion with the subject co-ordinator, indicate that pupils attain the nationally expected levels by the age of seven and make satisfactory progress. Standards have been maintained since the previous inspection.

97. Between the ages of five and seven, pupils are helped to develop their understanding of time by listening to stories about the past and about how famous people, such as Guy Fawkes, contributed to change. Pupils learn about life in the past as they make comparisons between their homes and those in Victorian times. They record their findings in a range of appropriate ways, such as drawings, labelled pictures and independent writing. They use their literacy skills well to record factual information, and to record their visit to the Castle Museum, paying good attention to appropriate vocabulary, spellings and presentation. A "museum" of old toys enhances pupils' learning and adds to discussion as they compare them to modern day toys.

98. By the age of eleven, pupils have an appropriate knowledge and understanding of key topics that include the Ancient Egyptians, the Anglo Saxons, the Vikings, Tudor exploration and 17<sup>th</sup> Century England. They are keen to learn and respond positively to the range of well-planned historical experiences that develop their understanding of what it was like to live in a particular age. In Years 3 and 4, for example, a video is used to good effect to develop the pupils' understanding of life and beliefs in Ancient Egypt, whilst in Years 5 and 6, the good use of atlases and a display of Viking settlements help to develop pupils' understanding of the Viking invasion of Britain.

99. The quality of teaching for pupils aged seven to eleven, including those with special educational needs, is good. In both classes, the teachers and the pupils show an enthusiasm for the subject. The teachers' good subject knowledge and the effective use of a suitable range of resources arouse pupils' curiosity, and help them to know more about the past and to learn for themselves the skills for effective research. Sound planning and good classroom management ensure that pupils behave well, concentrate and stay on task. Pupils listen attentively, and are eager to contribute to discussions and share ideas. They apply their literacy skills well to written tasks and take a pride in the presentation of their work. Information and communication technology is also incorporated satisfactorily.

100. Leadership and management of the subject are currently underdeveloped and there is a lack of sufficient over-view of the subject through the school. Although there has been some improvement since the previous inspection, in that there is now a scheme of work based on national guidance, there are no opportunities for monitoring teaching and learning and no formal procedures in place for assessing pupils' attainment or recording their progress. Resources are satisfactory and effectively supplemented by the library loan scheme. The local area is used well to raise pupils' awareness of British history, for example, the Castle Museum and Eden Camp and by visits from the York History Group. The subject makes a good contribution to the pupils' cultural development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

101. Standards at the end of both the infant and junior phases meet national expectations, and this is an improvement from the last inspection, when standards were found to be below those expected

nationally. By the end of the infant phase, pupils use information and communications technology to assemble text, inserting appropriate pictures. They save and retrieve information appropriately. By the end of the junior phase, pupils use spreadsheets and databases with confidence. They present information in different forms, as in their work on birth-weights. Pupils are aware of their audience and the need for quality in their presentations. Pupils' work on control, monitoring and modelling is at nationally expected levels.

102. Learning is satisfactory in both the infant and junior phases, for all pupils, including those having special educational needs. It was possible to see only one lesson in this subject, which was for the oldest pupils; this was taught well. Pupils showed good skills in interrogating a database, to find, for example, pupils with blonde hair who also had blue eyes. They showed appropriate awareness of the use of databases in everyday life.

103. The school currently lacks an information and communication technology suite, but one is to be completed this summer. Computers in the classrooms are networked appropriately. The school has recently established links with a local high school; pupils go there for training in simulations. There is a useful link with a French school by email. Assessment is not yet used effectively to monitor pupils' progress in this subject.

104. Pupils' response is very good indeed. They show great interest in this subject, collaborating happily with their fellow pupils. The co-ordinator for this subject is the headteacher. She has attended relevant national training, along with the other teachers. The school is linked to the Internet, and there is an appropriate range of cross-curricular software that is used well.

## **MUSIC**

105. The standards attained in music are above the level expected for pupils aged seven and eleven, and pupils, including those having special educational needs, make good progress. Standards have been maintained since the last inspection.

106. Teaching of music is good throughout the school. This is because the subject co-ordinator teaches all classes, and has a good overview of the work to be covered by all pupils. Her secure subject knowledge, thorough planning and well thought out activities effectively take into account all elements of music making - composing, performing, listening and appraising.

107. Pupils aged five to seven are given many opportunities to sing and play instruments. They learn to clap a variety of rhythms, keep a steady beat, identify and name a range of instruments and recognise the sounds they make. In the good lesson seen in the mixed Year 1 and Year 2 class, pupils worked confidently in groups interpreting weather symbols into sounds and rhythms, using a variety of instruments and extending the length of their composition as they become more proficient. These early skills are built on effectively, as pupils in the mixed Year 3 and Year 4 class explore how sounds can describe the moods stimulated by pictures and words. They create their own simple compositions by combining rhythm and melody, writing them down using symbols. Pupils in the mixed Year 5 and Year 6 class develop their ability to sing and play music in two or more parts showing a good understanding of harmony. This is particularly well demonstrated as pupils sing melodic ostinati against the tune of the Navaho Happy Song. In the same lesson different groups of pupils confidently and successfully play drone accompaniments to a song with pitched instruments whilst the rest of the class sing the tune.

108. Pupils show positive attitudes to their music making. They share the teacher's enthusiasm for the subject, show good levels of concentration and are well motivated by the challenging tasks set. There is good pace to the lessons, which the pupils obviously enjoy, and they work well collaboratively, sharing their ideas and evaluating their work.

109. Music contributes effectively to other areas of the curriculum, such as literacy, by encouraging and developing speaking and listening skills; numeracy, as pupils count beats in a bar and recognise patterns in musical notation, and dance and drama activities. No use of information and communication technology was observed in music during the inspection. There are opportunities during assemblies to listen to music from other cultures, and visitors to the school develop pupils' knowledge and understanding of Indian and African music. Visitors to the school, such as the Fidaddle musicians, the Malton Brass Band and a variety of theatre groups, enhance pupils' learning and enrich the curriculum. Some older pupils receive good instrumental tuition in violin and guitar from peripatetic teachers, and also have opportunity to join the lunchtime recorder clubs.

110. Leadership and management of the subject are good. As the co-ordinator teaches the subject throughout the school, her thorough planning ensures that pupils build on their previous knowledge and skills as they move through the school and their continuous progress is recorded appropriately. There are assessment procedures in place, and a number of older pupils have been identified as "gifted and talented", with the school providing appropriately challenging tasks for these pupils. Pupils have opportunities to perform to an audience as they present their Christmas productions to parents, and a recent presentation of "Joseph and his Amazing Technicolour Dreamcoat" was very well received. Pupils have also received recognition for their contribution to the North Yorkshire Business and Education Project, "Let's Make Music". Resources are satisfactory and are added to appropriately. Music makes a good contribution to pupils' spiritual, moral, social and cultural development.

## **PHYSICAL EDUCATION**

111. The standards attained in physical education for pupils aged seven and eleven match those expected for their age, and pupils, including those having special educational needs, make satisfactory progress. Although only games lessons were observed during the inspection, scrutiny of teachers' planning and discussion with the subject co-ordinator indicate that all aspects of physical education, including swimming, are appropriately covered. Standards have been maintained since the previous inspection.

112. Throughout the school, all teachers place good emphasis on ensuring that pupils know and understand the need to warm up their bodies before starting physical activities. An appropriate range of activities in the warm-up session enables pupils to control movements in terms of direction, speed and stopping and starting at given signals, for example, when jogging around the playground.

113. The quality of teaching is good. Lessons are thoroughly planned, with clear learning objectives linked to interesting activities. Teachers give clear instructions and demonstrate the skills that pupils need well, for example, in the mixed Year 1 and Year 2 class, to develop their throwing and catching skills with appropriate control and co-ordination. These early skills are effectively built upon as pupils move through the school. Teachers use their secure subject knowledge to plan a range of progressively more demanding activities, as pupils learn the skills necessary for playing cricket. Teachers effectively demonstrate the correct throwing and catching techniques and batting stance, and pupils are eager to practise and improve their skills as they work well together in groups. Teachers keep a good pace to the lessons, ensuring that pupils are well motivated and working hard. Pupils listen attentively, show good levels of concentration as they apply the skills learned in group activities, and respond well to teachers' high expectations of behaviour.



114. Leadership and management of the subject are currently underdeveloped. There has been some improvement since the last inspection, in that there is a named co-ordinator. However, the current policy is out of date, there is no monitoring of teaching and learning and, although teachers make use of assessment opportunities during lessons, there are no formal procedures in place to assess pupils' work or record the skills and techniques being learned. This was an issue identified at the last inspection. Out of school clubs, for example, football and netball and other opportunities to play benchball, kwik cricket and rounders, contribute effectively to consolidating pupils' games skills. Competitions played against other schools and an annual residential visit enhance pupils' moral and social development. The overall provision for physical education is satisfactory. Games resources are enhanced by membership of a national sports initiative, and the playground and use of a nearby field cater well for games activities. Physical education lessons make a positive contribution to pupils' moral and social development, as they are encouraged to follow rules, to work together co-operatively and to consider each others' safety when using different equipment.

## **RELIGIOUS EDUCATION**

115. Since the previous inspection, satisfactory progress has been made. By the age of seven. the majority of pupils attain the level expected in the locally agreed syllabus for religious education. By the age of eleven, the expectations are exceeded. All pupils, including those with special educational needs, make good progress as they move through school.

116. Between the ages of five and seven, pupils study a number of stories from both the Old and New Testaments of the Christian Bible. They have good opportunities to record their understanding of the stories through a range of exercises, including writing and art-work. Pupils have a good understanding of the life of Jesus and learn about his birth, his teachings, miracles and his death. The use of the story of the good Samaritan is used well to help pupils understand how religious teachings and beliefs influence the way people think and act. Good links with the local church enable pupils to gain a first hand knowledge of the function of a place of worship. This is enhanced through pupils taking active part in mock ceremonies, such as a christening, led by the local clergy. In addition to Christianity, pupils study Judaism.

117. Between the ages of seven and eleven, pupils appropriately study a wide variety of topics encompassing Christianity, Islam and Judaism. Pupils gain a deeper understanding of religious knowledge and beliefs as they study the life and teachings of Jesus. They can also relate the messages given through stories to their own life experiences. They study the lives of religious leaders and significant people who have contributed to enhancing the lives of others, such as Mother Theresa, Florence Nightingale and the prophet Muhammad. Pupils' developing knowledge of other faiths and cultures is enabling them to compare and contrast similarities and differences in religions, as in the way people pray and make pilgrimages.

118. Pupils' attitudes to learning are good throughout the school. Pupils between the age of five and seven listen with interest to stories from the Old Testament. In one lesson, pupils gasped in wonder as the rainbow was revealed in conclusion to the story of Noah's Ark. School and class assemblies make a significant contribution to pupils' attitudes to religious education. Hymn singing is enthusiastic, and beautifully accompanied by an able Year 6 musician playing the recorder. In one assembly, pupils were helped to develop empathy with others and to consider what is valuable in life through listening to a story from Islamic teachings. They listened with interest and were keen to offer points of view in response to probing questions that checked their understanding.

119. Teaching is good overall. Half of the teaching seen was satisfactory, and the rest was good. The good teaching of pupils aged seven to eleven is characterised by good questioning that relates to prior learning. All teachers engender positive attitudes to the subject, and are successfully raising pupils' awareness of Christianity and other major world faiths. Pupils are quickly engaged in lessons through the sharing of objectives with them. The good use of appropriate anecdotes by the class teacher sustains pupils' interest in Bible stories, and enables them to relate the biblical context to their everyday lives and appreciate the significance of religious stories in influencing the way people live and act. Good use is made of resources to enable all pupils, including those with special educational needs, to access learning at an appropriate level, and all pupils make good progress. Throughout the school, good links are made with English. Pupils use Religious Education as a vehicle for developing literacy skills and make good use of previously learned skills in order to communicate their knowledge and understanding in religious education. Information and communication technology, particularly word-processing skills, are also integrated satisfactorily. The newly revised policy and scheme of work provide teachers with good guidance to ensure pupils' learning is continuous and progressive.

120. Management and leadership of the subject are satisfactory. The coordinator has been efficient in disseminating the newly revised scheme of work to staff, and is beginning to compile an appropriate range of relevant resources to support colleagues in their teaching. The coordinator has not yet had the opportunity to monitor teaching and learning in the subject, and assessment procedures have not been developed. Statutory requirements are met.