

INSPECTION REPORT

**FOUNTAINS EARTH, LOFTHOUSE C of E
ENDOWED PRIMARY SCHOOL**

Lofthouse, Harrogate

LEA area: North Yorkshire

Unique reference number: 121561

Headteacher: Miss E A Palmer

Reporting inspector: Mrs M A Palmer
20646

Dates of inspection: 25th –27th February 2002

Inspection number: 195750

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:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Lofthouse Harrogate North Yorkshire
Postcode:	HG3 5RZ
Telephone number:	01423 755289
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs P Stevenson
Date of previous inspection:	23 rd June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs M A Palmer 20646	Registered inspector	Foundation Stage Mathematics Science Music Physical education Equal opportunities	What sort of school is it? Standards – the school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mrs M le Mage 9348	Lay inspector		Standards – pupils' attitudes, behaviour and personal development Attendance How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs A Patterson 25802	Team inspector	Special educational needs English Information and communication technology Art and design Design and technology Geography History	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fountains Earth Primary School is situated at the head of Nidderdale, in an area of outstanding natural beauty some distance from Harrogate and Ripon. The school serves the village, families from Middlesmoor and the surrounding farms. With 21 pupils on the school roll, this school is much smaller than the average-sized primary school. The proportion of pupils registered for free school meals is low when compared to schools nationally. Pupils' attainments on entry to school are about average. There are three pupils on the school's register of special educational needs and no pupils have Statements of Special Educational Need. This is below the national average. There are no pupils from ethnic minority backgrounds and no pupils speak English as an additional language.

HOW GOOD THE SCHOOL IS

The school provides a good education for its pupils. Pupils make good progress during their time in the school; almost all attain or exceed the nationally expected standard in English, mathematics and science by the time that they leave the school. The quality of teaching is good and there are examples of very good and excellent teaching in both classes in the school. The headteacher provides excellent leadership. She receives very strong support from the junior class teacher and from the governing body. Together, they have improved aspects of leadership and management. The school manages its budget very effectively and provides good value for money.

What the school does well

- Pupils' attainments in English and mathematics are above the national average by the age of 11 years.
- The headteacher provides excellent leadership. She has a very clear view of the way ahead and ensures that the school's aims and values are fully reflected in its work.
- The governing body supports school improvement very effectively through careful financial planning.
- Teaching is consistently good. More than one third of lessons observed were very good or excellent.
- Pupils receive a stimulating curriculum that promotes their effective learning and personal development. Educational visits, visitors and special events add considerably to the quality of education for all pupils.
- Arrangements for pupils with special educational needs are very effective. All pupils are fully included. All pupils, including the more able, work at a challenging level and make good progress.
- Pupils enjoy school. They have excellent attitudes, get fully involved and behave very well. Relationships at all levels are excellent.
- The school's partnership with parents and the wider community contributes very effectively to pupils' education.

What could be improved

- Standards in design and technology are too low by the time pupils leave the school.
- Arrangements for pupils' safety and protection are not fully supported by written policy and procedure.
- Governors' written communications with parents do not fully comply with requirements.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has achieved a very good level of improvement since its last inspection in 1997. Attendance levels are higher. By the end of Year 6, pupils attain higher standards in English, mathematics and music. The quality of teaching and learning is better than it was. Curriculum planning is better, so that pupils gain knowledge, skills and understanding more systematically. There are improved arrangements for assessing pupils' attainment and teachers use the information they gain to plan work more effectively for pupils of differing abilities. The arrangements for pupils with special educational needs are much better. The school's co-ordinator manages and monitors this provision very effectively. This promotes pupils' good progress. The leadership and management provided by the headteacher and governing body are more effective. School development planning and the setting of targets for the raising of standards are now linked with financial planning and are more rigorous than they were.

STANDARDS

In accordance with reporting guidelines, the school's detailed results are not published as the number of pupils in each year group is small. When pupils join the school, their attainments are about average and by the end of the Foundation Stage¹, most attain standards normally expected for children of this age. In the 2001 national tests, results for 7-year-olds in reading and writing were in the top 5 per cent nationally and well above the average for similar schools. Results in mathematics were close to the national average and below the average of similar schools. Results for 11-year-olds in English were well below the national average and very low compared to similar schools. Results in mathematics were well above the national average and the average of similar schools. In science, results were above the national average and close to the average of similar schools. It is not possible to accurately determine trends in the results over time because the small number of pupils makes any analysis of statistics unreliable. In the current Year 2, pupils are exceeding national expectations² in speaking and listening, reading, writing and mathematics. Pupils are on course to attain the nationally expected standard in science. Pupils in the current Year 6 are exceeding national expectations in English and mathematics. They are in line with nationally expected standards in science. Pupils make good progress because teachers use their very good subject knowledge effectively to improve the teaching of basic skills. Also, teachers are using the results of assessment to match work closely to pupils' prior attainment and promote their learning. Pupils achieve satisfactory standards in information and communication technology, art and design, geography, history and music. No judgement can be made on the standards in physical education because no lessons were observed. Standards in design and technology are below the expected level by the time that pupils leave the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are very interested in school activities and highly motivated to learn.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons. There is no evidence of bullying or of any other unpleasant behaviour in the playground.
Personal development and relationships	Very good. Pupils are mature and responsible. Staff and pupils treat each other with respect and relationships at all levels are excellent.
Attendance	Good. Pupils' attendance has improved since the last inspection.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching is good. Teaching was satisfactory or better in all lessons observed. There was a high proportion of good or very good teaching throughout the school. Inspectors observed examples of excellent teaching in both infant and junior classes.

The teaching of the basic skills in English and mathematics is very good. Teachers plan very carefully for these subjects. They use assessment information effectively so that the tasks they set match the needs of pupils of differing ability in the group. Teachers have very high expectations of pupils' attitudes and behaviour and of their capacity to cope with challenging work. As a result, pupils are very attentive, join in well and persevere with their work. A consistent strength of teaching is teachers' highly effective management of their pupils. Teachers provide a very good variety of stimulating activities that ensure that pupils are very involved and even the school's youngest children concentrate very well and become increasingly independent. This improves the quality of their learning. The teaching of pupils with special

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class year. It is a distinct stage, preparing children for later schooling, and is based on six areas of learning. These mainly refer to communication, language and literacy, mathematical development and personal and social development, but also include knowledge and understanding of the world; and physical and creative development.

² The nationally expected level is Level 2 for a pupil aged ~~seven~~~~seven~~7½ and Level 4 for a pupil aged 11 years. If a pupil is attaining Level 3 at the age of ~~seven~~~~seven~~7 or Level 5 at the age of 11, he or she is reaching standards above those expected for a child of his or her age.

educational needs is very effective. There is very good teamwork between teachers and the classroom assistant that improves the quality of pupils' learning. These pupils make good progress and almost all achieve nationally expected standards in their work. Teachers set work for higher-attaining pupils at a sufficiently challenging level to allow them to attain above average standards, particularly in English and mathematics, by the time that they leave the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school enhances the basic curriculum with a very good range of stimulating projects and educational visits that improve the quality of pupils' learning.
Provision for pupils with special educational needs	Very good. These pupils are fully included in all activities and the school meets their individual needs effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. Teachers plan very carefully to ensure that assemblies, environmental projects and work in geography, history and music contribute significantly to pupils' learning and development and prepare them well for adult life.
How well the school cares for its pupils	This is a very caring school. Teachers use their detailed knowledge of the pupils effectively to support academic and personal development.

The school has a very effective partnership with parents, who contribute well to their children's education both at home and by their support for activities in school. Parents are generally kept well informed. However, pupils' annual progress reports do not give parents a clear enough picture of what their children know, understand and can do or about what they need to do in order to improve further.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher ensures that the school's aims and values are fully reflected in its work. Highly effective teamwork has resulted in very good improvements in the quality of education provided.
How well the governors fulfil their responsibilities	Satisfactory. The governors are highly committed to the school and conscientious in overseeing its staffing and financial planning. They play an active role in improving the quality of education. However, there are shortcomings in written communications with parents: statutory information is omitted from the brochure and governors' annual report to parents. Also, some procedures for ensuring the safety and protection of staff and pupils are not rigorous enough.
The school's evaluation of its performance	Good. The school has successfully identified its strengths and areas for development and has used the information well in drawing up the school development plan.
The strategic use of resources	Very good. The governing body uses the school's budget and other grants very carefully and effectively in the interests of the pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents are comfortable in approaching staff with questions or problems.• The school works closely with parents.• The school is well led and managed.• Pupils' behaviour is good.• Teaching is good.• The school is helping their children to be mature and responsible	<ul style="list-style-type: none">• The range of activities outside lessons.

There were 19 questionnaires (89 per cent) returned and 10 parents attended the meeting for parents. Parents' responses overwhelmingly supported the school and the quality of education provided for their children. A small number of parents expressed concerns. The inspection strongly endorses parents' positive views, but finds no evidence to support the concerns. The excellent quality and range of opportunities for pupils, in addition to normal lessons, makes a significant contribution to pupils' learning and personal development.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children join the school, they attain standards that are typical of children of this age. By the time that they reach the end of the Foundation Stage, they reach the nationally identified early learning goals³. Children's overall attainments in communication, language and literacy and in their mathematical development are average, although their speaking, listening and counting are ahead of many children of this age. Children also achieve above average standards in their personal and social development. Children's knowledge and understanding of the world, creative development and physical development are in line with expected standards. In relation to their average attainment on entry, children in the reception classes make satisfactory gains in all areas of learning and make good progress in their personal development.
2. In the 2001 tests, results for 7-year-olds in reading and writing were very high compared to the national average and well above the average for similar schools. These results were in the top 5 per cent of schools across the country. Results in mathematics were in line with the national average, but below the average for similar schools. In science teacher assessments, all pupils attained the nationally expected standard, although none exceeded it. Inspection evidence indicates that results for the current Year 2 are likely to be above average in reading, writing and mathematics. This marks an improvement since the last inspection. Pupils are on course to attain the nationally expected level in science.
3. The 2001 test results in English for pupils aged 11 were well below the national average and very low compared with similar schools. These results were within the lowest 5 per cent of schools across the country. However, the very small number in the year group affects this analysis of the school's overall results, as the performance of individual pupils has a dramatic impact on the school's overall results. Pupils' results in mathematics were well above average compared with schools nationally and with similar schools. In science, pupils' results were above the national average and close to the average of similar schools. Inspection evidence indicates that results for the current Year 6 are likely to be above average in English and mathematics. This is an improvement since the last inspection. Pupils are on course to attain the nationally expected level in science.
4. The very small number of pupils in any year group makes comparisons of year-on-year performance unreliable. However, inspection evidence indicates that pupils make good progress in the course of English, mathematics and science lessons because:
 - teachers share a very strong commitment to raising standards;
 - teachers use their secure subject knowledge effectively in teaching the basic skills of literacy, numeracy and scientific investigation;
 - careful planning ensures that the National Literacy and Numeracy Strategies are securely established and science lessons are based on experimental and investigative work;
 - improved assessment procedures are helping teachers to match work closely to pupils' prior attainment. This ensures that all pupils, including those with special educational needs, have the support they need in order to succeed and make good gains in confidence and competence;
 - teachers have very high expectations and set work that is challenging for pupils of all levels of attainment, including the most able. This successfully promotes pupils' motivation and learning;

³ Early learning goals – these are expected standards for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the six areas of learning.

- the school allocates additional time beyond the daily literacy hour to reinforce and extend pupils' reading and writing skills.
5. By the time that pupils leave the school, their attainments in information and communication technology, art and design, geography, history and music are in line with national expectations. Standards have improved in music since the last inspection because the school has arranged specialist music teaching for pupils each week. No judgement can be made about standards in physical education because no lessons were observed. Standards in design and technology are satisfactory by the age of 7 years. However, pupils in Years 3-6 have too few opportunities to design and plan, so their attainments in the subject are below those expected by the age of 11 years.
 6. Very well planned links with other subjects, such as history and science, allow pupils to effectively practice and consolidate their literacy and numeracy skills. Pupils also use their information and communication technology skills to reinforce learning in other subjects, for example data handling in mathematics. There are no significant differences in the attainments of pupils of different gender or background. The number of pupils with special educational needs is well below average for a school of this size. These pupils are well supported and encouraged and make good progress. Most go on to overcome their difficulties and to achieve nationally expected standards by the time they leave the school. All pupils make very good progress in their personal and social development. This progress is an important factor that allows pupils to adopt high standards of behaviour and response and enables teachers to establish conditions in which profitable learning can take place.

Pupils' attitudes, values and personal development

7. Pupils' attitudes, values and personal development are very good and have a positive impact on standards attained across the school. This aspect of the life of the school has remained a strength since the last inspection.
8. Pupils' attitudes to all aspects of school life are excellent. They show obvious enthusiasm for their work and are keen to take part in all school activities. In lessons, pupils are very attentive, keen to respond to questioning, confident in sharing ideas, and always try their best. Pupils sit quietly and respond very well to the good teaching they receive. They work extremely well together in a mature and responsible fashion and demonstrate very good independent working skills.
9. Throughout the school, pupils' behaviour is very good and there have been no exclusions since the last inspection. Pupils behave very well in lessons and in the dining hall, which allows lunchtime to be a very pleasant, social occasion for the pupils. Behaviour during indoor and outdoor play is very harmonious and the ethos of the school is such that all ages play together naturally. There were no incidents of bullying seen during the inspection.
10. Relationships throughout the school are excellent. The worth and contribution of every pupil is highly valued and this ensures that pupils are relaxed and want to put in the effort to succeed. Pupils respond very well to instructions and are really pleased when given praise. Pupils relate very well to all adults they encounter during the school day. They give a friendly welcome to visitors and are polite and courteous. There is a very supportive atmosphere throughout the school and pupils willingly help one another in and out of lessons. Mutual respect is evident between pupils of all abilities and ages.
11. Pupils' personal development is very good. Pupils demonstrate increasing understanding of how their behaviour affects others as they move up the school. This is clearly shown in the spontaneous ways in which older pupils take responsibility for younger ones and

provide role models for them. Pupils' respect for others is demonstrated in lessons where collaborative working is very well developed and pupils show respect and courtesy when listening to the views and ideas of others in their class. An assembly demonstrated that pupils have a good level of awareness of beliefs of other groups of people and of the community beyond the isolated rural one in which they live. Pupils are encouraged to use their initiative and take responsibility for aspects of their learning by the frequent opportunities provided by teachers for them to work independently. These findings confirm the very positive views expressed by parents at the parents' meeting and in their responses to the parents' questionnaire.

12. Attendance at the school is good. Pupils arrive at school on time and registration is completed very efficiently.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is good and contributes strongly to the standards that pupils reach and their very positive attitudes to learning. During the inspection, teaching was satisfactory or better in all of the lessons observed. In almost half of the lessons, teaching was good. Just over one third of all lessons observed were either very good or excellent. There was teaching of this high quality in both classes in the school. This is an improvement on standards reported at the time of the previous inspection.
14. The Foundation Stage teacher has a good understanding of how young children learn. She plans sessions thoroughly, identifying what children are to learn and how progress is to be made towards the achievement of the early learning goals. She places strong emphasis on promoting children's self-esteem and social skills by consistent encouragement and by the careful preparation of group activities. Planning gives good emphasis to the development of children's basic communication, language and literacy skills and to their mathematical development and, as a result, children's abilities to speak, listen and count develop well. There are effective procedures for assessing children's attainment on entry that enable the teacher to match tasks and experiences to their stage of understanding. On-going assessments ensure that subsequent activities closely match what individual children need to learn next. The classroom is well organised. Thoughtfully presented activities and resources capture children's interest, increase their enjoyment of school and stimulate their involvement in all areas of learning. The part-time role of the classroom assistant is carefully planned. She supports the work of the class teacher very effectively and contributes significantly to children's learning.
15. Throughout the school, teachers have a good knowledge of the National Literacy and Numeracy Strategies and, as a result, the teaching of basic literacy and numeracy skills is very effective. Teachers plan well-structured literacy and numeracy lessons and ensure that pupils are clear about what they are to learn. This promotes a purposeful approach to tasks and activities. Pupils have regular opportunities to read and write. As a result, they read for pleasure and write at length and with increasing independence. At the beginning of mathematics lessons, teachers use a regular quick-fire question and answer session successfully to engage pupils' interest and to promote their rapid recall of number facts and accurate mental calculation. This adds significantly to the development of pupils' numeracy skills. Teachers successfully promote pupils' use of information and communication technology to support their learning in subjects, including English and mathematics. They also use their skills to present their work for display, as when Year 2 pupils produced labels for their work on 'Joseph's special coat'.
16. Throughout the school, teachers plan and prepare thoroughly for their lessons. Lively, well-paced introductions and interesting resources engage pupils quickly in their learning. For example, in a successful science lesson focusing on sound with Years 3-6, the teacher used a stimulating selection of equipment to focus and hold pupils' attention on the task

and to provide them with a 'hands on' experience to reinforce their learning. As a result, pupils rose to the challenge to conduct independent investigations and they made very good progress in their learning. Plans also incorporate adequate time for a whole-class discussion at the end of the lesson. Teachers use this time effectively to sum up and reinforce what pupils have learned, celebrate pupils' achievements, assess pupils' attainments and so lay the foundation for new learning.

17. Teachers successfully use the results of their assessments in planning work that challenges pupils of differing abilities. Furthermore, teachers are quick to identify those pupils who need additional support or who need to be moved on more quickly. They ensure that no pupils are left behind and none are 'marking time' when new units of work begin. This attention to detail is particularly effective in English and mathematics and has a direct bearing on the good progress that pupils make in these subjects over time.
18. Excellent relationships between teachers and pupils form the basis for much of the good teaching and learning. Teachers manage pupils extremely well, so that they are ready and willing to participate in lessons. They make sure that pupils understand what they are to do and they recognise and reward their efforts. In response, pupils become very actively involved and work very hard. For example, in a highly successful literacy lesson, pupils in Years 3-6 worked together responsibly and willingly read their finished poem to the class because the teacher created a very positive atmosphere. She introduced the task clearly, kept pupils fully involved and gave plenty of praise for pupils' achievements.
19. Teachers employ a good range of teaching styles. There is a careful balance between direct teaching of the whole class and working with groups and individuals. They readily respond with interest to all pupils' contributions. They show the value they place on pupils' work by mounting and displaying it throughout the school. They mark work regularly and their comments show pupils how they have done and often what they need to do to improve. Homework is satisfactorily used to extend and complement the work pupils do in school. Most notably, from their earliest days in school, teachers encourage pupils to take home a range of books and this contributes positively to their progress in reading.
20. The teachers and the part-time classroom assistant work very effectively to ensure that pupils with special educational needs receive the support that they need. Individual education plans are very clear and specific and guide teachers in matching tasks closely to pupils' needs. Clear, precise explanations ensure that potential learning difficulties are minimised. Teachers also use thoughtful questioning to draw in the weaker pupils, to give them the opportunity to experience success in front of their peers and to assess their understanding. Teachers set suitably challenging work for more able pupils and so enable them to attain suitably high standards in their work.

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

21. The curriculum provides a very good range of rich, varied and worthwhile learning opportunities for all its pupils. It fully reflects the school's aims and values. It is a strength of the school. The experiences that it provides contribute fully to pupils' positive attitudes and to their enjoyment of learning. It meets the requirements of the National Curriculum in all subjects apart from design and technology in Years 3-6, where pupils have too few opportunities to design. The curriculum for children in the Foundation Stage successfully incorporates all required areas of learning and provides a smooth transition to pupils' work in Years 1-2. Throughout the school, there are excellent arrangements for pupils' personal, social and health education where pupils have opportunities to extend their confidence and self-esteem. Parents are very happy with the attitudes and values that the school promotes. The curriculum provides appropriate provision for sex education and drugs awareness. The emphasis on the teaching of literacy and numeracy is very good

and is very well reflected in other subjects, such as science, history and geography. Good specialist teaching in music enhances the quality of the curriculum for all pupils. These opportunities give an added dimension to pupils' personal development and are having a positive impact on progress.

22. Clear policies and helpful schemes of work for each subject are now in place. Teachers' termly plans are closely linked to these schemes of work. They are detailed and thorough and provide a very effective framework for teaching and learning. They indicate exactly what will be taught in each subject throughout the school. These are translated into more detailed plans that identify what individuals and groups of pupils are expected to learn during each lesson. This ensures that all have equality of access and opportunity in their learning. This is an improvement since the last inspection. The headteacher and class teacher monitor planning on a regular basis to check that the content of each subject is covered systematically as pupils move through the school and to avoid any unnecessary repetition. As a result, teachers' planning is better than it was at the previous inspection and they make very effective use of time. Homework is offered on a regular basis and all parents are happy with the amount given to their children.
23. Provision for the early identification of pupils with special educational needs is very thorough and the school complies with the requirements of the Code of Practice⁴ for these pupils. Their individual work plans are regularly updated, fully evaluated and their work is accurately matched to their needs so that they make good progress. This is an improvement since the previous inspection.
24. The school arranges an excellent programme of visits and out-of-school activities. Pupils have opportunities to be involved in the Nidderdale Festival and sports activities, such as swimming and 'kwik cricket' in the summer term. There are regular opportunities for pupils to enjoy recorder playing and to be involved in a drama workshop at Fountains Abbey. Pupils visit places of interest, such as The National Railway Museum in York, the Mosque and Interfaith Centre at Bradford. Pupils in Years 3-6 also have opportunities for residential visits, including the forthcoming trip to London. These provide valuable opportunities for pupils to further enhance their personal, social and cultural development. This is a marked improvement since the previous inspection.
25. Secure links with the community make a very valuable contribution to pupils' learning and effectively promote their social and cultural development. Members of the community visit school regularly, most notably the local brass bandleader, who teaches the recorder. The school nurse and local policeman make periodic visits and the vicar leads assembly once a fortnight. Teachers arrange worthwhile educational visits in the locality and each year all pupils have Christmas dinner in a restaurant overlooking a local beauty spot. The school maintains a close liaison with the local secondary school so that pupils have opportunities to meet the staff and visit the school. These arrangements ensure a smooth transition to their secondary school for pupils when they leave at the end of Year 6.
26. Arrangements for pupils' spiritual, moral, social and cultural development are excellent. This is a strength of the school and marks an improvement since the previous inspection. Parents are very happy with the attitudes and values that the school promotes and enjoy excellent relationships with teachers and other adults who work in the school. Daily acts of collective worship contribute effectively to the quality of the school's provision for pupils' spiritual, moral, social and cultural development.
27. Arrangements for pupils' spiritual development are excellent. This small school creates a quiet, respectful ethos within a distinct family atmosphere. It provides pupils with the belief

⁴ [Code of Practice – this gives practical advice to schools and local educational authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1933 Education Act.](#)

that their school is a special place with special people who can all grow and flourish. The headteacher, class teacher and other adults all work hard to ensure that pupils value themselves and others. Assemblies are underpinned by the strong belief that all pupils are valued and are equal and have a full contribution to make to their school. Topics successfully promote pupils' understanding of human feelings and emotions. In one assembly, for example, pupils entered the hall in silence and listened to the music being played. In the stillness, they shared their school prayer with closed eyes and reflected upon special times shared with their families. Pupils sing tunefully and with feeling, helping younger ones to find a hymn or recognise a difficult word. When asked whether anyone knew the meaning of 'eternal', one older pupil replied, 'It's for ever'. Later, a very young child recalled the meaning accurately. It is evident that these pupils learn a lot from each other.

28. Regular visits to the school by the vicar reinforce the links with the church and further contribute to pupils' spiritual development. In classes, there is very clear evidence of the promotion of pupils' spiritual development. For instance, in one art lesson in the junior class, the teacher provided pictures of the work of famous artists and encouraged the pupils to describe the impact these made upon them. Teachers ensure that pupils know exactly what is expected of them. This gives them confidence in being able to succeed and pride in doing so. In the school hall, a display of art evokes pupils' sense of wonder and provides strong evidence of pupils' awareness of beauty and spirituality. There are sensitively coloured paintings with thoughtful captions or poems beneath, such as, 'The bonfire was sparkling as I toasted my marshmallow'.
29. Pupils' moral development is very well promoted. The headteacher, class teacher and all adults working in the school set very good examples. This successfully promotes pupils' awareness of the importance of rules that promote the values of honesty, justice and care for others. Staff consistently give logical reasons for how their pupils should behave so that they have a very good sense of right and wrong. They readily praise them for their very good behaviour. The headteacher maintains a high profile, thus ensuring that school rules are applied and that pupils are encouraged to be co-operative. This has a very positive impact on their attitudes to work and to school.
30. Arrangements for pupils' social development are excellent. There is a strong emphasis on personal, social and health education. Teachers regularly plan activities that encourage pupils to mix with others confidently. For example, children in the Foundation Stage and pupils in Years 1-2 have regular 'circle time'⁵ activities when they talk together and share their thoughts. On one occasion, they all readily introduced themselves to a visitor with assurance and pride. These activities have a positive affect on pupils' attitudes to learning and relationships within the school. Both teachers clearly value any pupil's contribution to the family atmosphere of the school. This has a positive impact on their understanding of good citizenship. They are encouraged, from an early age, to take responsibility seriously and sensibly. For instance, older pupils give out hymnbooks at the beginning of each assembly and help younger pupils to read difficult words. They set an excellent example to others as they stand tall and sing proudly in assemblies. In a design and technology lesson, pupils in Years 3-6 willingly shared their musical instruments with others so that all could observe the differences between woodwind, brass and percussion. Every pupil takes part in school concerts, games and other social activities, which successfully promotes their social development. They are introduced to the wider community, for example, through residential outdoor activity visits, such as to London and Scarborough. The creation of their own school garden has taught the importance of team spirit and being able to work with each other. Parents agree that the school helps their children to become mature and responsible.

⁵ During 'circle time' pupils discuss a wide range of personal and general issues. There is respect for other pupils' views and therefore pupils feel confident that they can talk with ease and free from interruption from other children.

31. Arrangements for pupils' cultural development are excellent. The school prepares pupils extremely well for life in a diverse, multi-cultural society. They learn about children in other countries, such as Brazil and Bangladesh, and have collected money as a donation for their welfare. Beneath photographs of some of these children, pupils have written, 'Children have the right to play, to education and to art and culture'. There are excellent opportunities to hear music and learn songs from other cultures and countries. They learn about the work of famous artists and composers, such as Gilbert and Sullivan, Harry Bellefonte and Beethoven. They are introduced to other faiths, such as Judaism and Islam. An excellent range of outings includes a visit to the theatre and visitors include various poets and children's writers. These experiences very effectively support pupils' awareness of their cultural heritage and further develop their spiritual, personal, social and cultural development. The school's collection of books and videos on world faiths further enhance pupils' personal and cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The steps taken by the school to ensure the welfare, health and safety of its pupils are satisfactory overall. This is a very caring environment. The safety of pupils is given high priority in lessons and the general welfare of pupils is well catered for in the daily life of the school. However, although all pupils benefit from the family atmosphere of the school and are very well known by all members of staff, some aspects of safety and care in the school are not rigorous enough. These matters have been drawn to the attention of the school. The person responsible for child protection issues in the school has not received recent training. Moreover, although all adults in the school know what action to take if the need arises, the school has not adopted formal child protection procedures.
33. The school has very effective procedures for monitoring and promoting good behaviour and for monitoring and eliminating oppressive behaviour. The school successfully uses its aims and values as a focus for the life of the school and the establishment of a very supportive community. Incidents of unacceptable behaviour are dealt with on an individual basis. This is very effective because of the depth of knowledge the adults in the school have about every pupil. This also ensures that the monitoring and supporting of pupils' personal development is good, although largely informal. The procedures for monitoring attendance are satisfactory.
34. Procedures for assessing pupils' work are very good. This was an issue in the previous inspection and has now been resolved. There are thorough and effective procedures for assessing and keeping track of progress for children in the Foundation Stage. Skilful assessments of children's attainment on admission are used to plan activities. Teachers make very good use of pupils' results in national and other tests to track progress over time and to set targets for the future. Regular testing and recording of results in, for example English, mathematics and science, ensure that teachers' plans are closely linked to the differing abilities of all pupils. As a result, the school has made great strides in improving attainment and progress, particularly in English, mathematics and music. Portfolios of individual pupils' assessed work contain samples of tasks in several subjects. These provide valuable information to compare pupils' attainment and progress. Additionally, teachers carry out assessments at the end of each topic and record the results to inform their future planning and thus improve pupils' attainment and progress. Pupils who need extra support to reach the expected level for their age are given additional, well-planned support. All pupils in Years 3-6 have writing and spelling targets to identify areas for improvement so that they may make better progress and this is being particularly effective. As they move through the school, older pupils complete these as a self-assessment exercise. The quality of teachers' marking is very good and is consistently applied throughout the school. This marks an improvement since the last inspection. Teachers' comments indicate clearly what pupils do well and what they need

to do next to improve their work. This is having a strong impact on pupils' presentation of their work, which is of a very high standard.

35. Procedures for assessing the progress of pupils with special educational needs are very good and are fully in line with the recommendations of the revised Code of Practice. Parents are fully involved. The very experienced special educational needs co-ordinator oversees pupils' work and accurately compiles their individual education plans. As a result, they make good progress in the tasks set for them. The co-ordinator sets precise targets so that an effective assessment of their progress can take place. These arrangements are a marked improvement since the previous inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. There is a very effective partnership between the school and the parents, as at the time of the last inspection. Parents feel that this is an excellent school.

37. The parents' questionnaires completed for the inspection reveal that parents are most pleased with:

- the quality of teaching in the school;
- the welcome they receive when approaching the school;
- the way in which the school is led and managed;
- the way in which the school helps children to mature and become more responsible;
- the standard of behaviour of the pupils.

The inspection endorses the parents' positive views of the school. A significant minority of parents does not think the school provides an adequate range of activities outside of lessons. The inspection found the range, frequency and quality of opportunities for pupils, in addition to normal lessons, to be excellent.

38. The impact of the involvement of parents on the work of the school is good and parents make a good contribution to children's learning at school and at home. Currently, a very small number of parents work in school as volunteers on a regular basis, but parents help with extra-curricular activities, escort children to swimming lessons, accompany school visits and raise significant funds for the school. They are very supportive of school functions. Most communication with parents is oral and this works very well. There are opportunities at the beginning and end of each day for parents to talk to teachers about their children's progress and any issues that may be concerning them. Teachers actively involve parents in giving appropriate support to their children at home if they are having difficulties. However, parents do not receive sufficient, regular, detailed curriculum information about what their child is being taught to enable them to be fully engaged in their children's learning at home.

39. There is regular contact with parents through reading diaries, school newsletters and open evenings, as well as many regular opportunities for informal contact. The school's brochure is attractive and informative, although some statutory information is missing and some subjects⁶ are missing from the curriculum information. The governors' annual report to parents also lacks items of statutory information. All parents receive an annual report on their children's progress. However, these reports are often not precise enough about what pupils know, understand and can do and how much progress has been made. In addition, only reports at the end of Years 2 and 6 are strengthened by references to National Curriculum levels in order that parents can tell if their child is performing in line with, above or below national expectations. Despite the shortcomings of written information, parents are well informed as oral communication is very effective in this very small school community. Overall, the quality of information provided for parents is good.

⁶ Information and communication technology and music are not mentioned.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The leadership and management of the headteacher are excellent. The school's aims and values are fully reflected in its daily life and work. The headteacher, junior class teacher and governors have taken very successful measures to raise standards and to address the issues detailed in the previous report. The leadership and management have improved since the previous inspection and are a major strength of the school.
41. The headteacher has a deep commitment to addressing the learning needs of all pupils and enabling them to achieve to their full potential within a secure, family atmosphere. She has set a very clear educational direction based upon the school being at the heart of the village community. With the junior class teacher, she ensures that pupils appreciate their own cultural traditions and are prepared for life in the social and cultural diversity of British society. She is fully aware of the issues requiring development and improvement. She has a great capacity for work and successfully balances the demands of being a headteacher with a major teaching commitment in the infant class.
42. The headteacher and class teacher support each other very effectively. The class teacher is actively involved in the decision-making processes and plays an important role in the development of the curriculum and in the drive to raise standards. Since joining the school, she has been influential in co-ordinating arrangements for pupils with special educational needs and raising the standards of attainment by the end of Year 6. The headteacher carries out regular monitoring of teaching and classroom practice. The high standard of teaching in both classes contributes significantly to pupils' very positive attitudes and good progress.
43. The governing body is fulfilling most of its responsibilities and making sure that the school provides all that it should for the pupils. Governors carry out regular health and safety visits that identify and evaluate potential health and safety risks on the school premises. However, formal procedures and systems for ensuring pupils' wellbeing and protection are not rigorous enough and do not reflect the high level of care shown by all staff.
44. The governors are well informed. They have a very clear understanding of the strengths and weaknesses of the school. They represent a cross section of the local community and are fully committed to the school and its activities. There are frequent meetings between the chair of governors and the headteacher and they work closely on issues that arise between scheduled meetings. Members of the governing body are linked to areas of the curriculum and this contact helps to keep the governing body informed of specific developments. Through the work of the full governing body and of its committees, the governors effectively fulfil their role in shaping the direction of the school, overseeing the quality of education that it provides and ensuring best value for money.
45. The school sets clear priorities for development, with a sharp focus on raising standards and improving the quality of education it provides. The headteacher, class teacher and governors are fully involved in the production of the school improvement plan, which has improved from being a weakness in the last report. It is well presented and contains the detail necessary to provide a framework for staff and governors with specific targets over a three-year period. The plan covers the next year's developments in detail, with clear action plans to help it to achieve its intentions. These include arrangements for funding, monitoring and evaluation.
46. Very careful financial planning effectively supports the school's educational aims and values. A high priority is the maintenance of staffing to maintain separate infant and junior classes and to enable the headteacher to have an afternoon out of the classroom to focus on management issues. The additional spending on staffing, in support of this, is resulting in the correction of the previous trend of under-spending. The funding for special

educational needs is used wisely and has established support that enables these pupils to make good progress in their studies. The quality of daily financial management and control is very good. The regular use of an external financial consultant ensures that monitoring of financial matters is rigorous and financial reports are regularly prepared for the headteacher and governors' finance committee. All spending is closely monitored and the school uses its delegated budget efficiently. Other funds are used for their designated purpose and enhance pupils' learning.

47. Staff development is given emphasis in the drive to improve both standards and the quality of education provided for the pupils. Teachers have undertaken recent training linked to the education of pupils in the Foundation Stage, mathematics, special educational needs and the development of computer work in the school. In addition, the classroom assistant has attended in-service training associated with supporting the development of pupils' literacy skills. The programme of staff training is effectively increasing the competence of staff to meet the challenges of helping to raise pupils' levels of attainment.
48. The management and organisation of the provision for pupils with special educational needs are very good. The school's policy meets the requirements of the special educational needs Code of Practice. Pupils' individual education plans are kept up to date and the co-ordinator ensures that targets are specific, manageable and achievable. The governing body monitors this aspect of the school's work effectively through the nominated governors responsible for pupils with special educational needs and reports from the headteacher.
49. The school's staffing, accommodation and learning resources are satisfactory overall. Class sizes are well below national guidelines for primary schools and pupils work in small groups in all lessons. This ensures that teachers know their pupils very well and give a high level of individual support, which effectively promotes pupils' learning and personal development. The governing body has introduced effective procedures for managing the performance of teachers and for supporting teachers who are recently appointed to the school. These arrangements ensure that all staff receive appropriate on-going training that is improving their effectiveness in the classroom.
50. The accommodation provides satisfactory facilities for teaching and learning. There have been significant improvements over recent years, including:
 - an outdoor area adjacent to the infant classroom, which provides improved learning opportunities for children in the Foundation Stage;
 - all pupils were involved in the creation of an award-winning garden area;
 - a planned programme of redecoration and refurbishing is well under way.
51. Despite these improvements, there are still limitations in certain areas. Most significantly, there is not enough space in the hall for pupils to practice physical education activities involving speed and travel. The school compensates for the limitations the hall imposes on the physical education curriculum by taking pupils swimming every week from March to October. This ensures that they have the opportunity for additional, regular physical activity. The school makes good use of the available accommodation and the school functions very well. The building is well maintained and a lack of litter, graffiti and damage indicates the respect pupils show for the school.
52. Resources are adequate to meet the needs of the planned curriculum in all subject areas. Although classrooms have adequate book collections, the school has identified limitations in its central library. This area is currently being developed. The school uses the local environment effectively to promote pupils' learning in science. Well-planned educational visits very successfully extend pupils' experiences and support their learning and development.

53. Children enter the school with average attainment. The standards achieved by Year 6 pupils are above average in English and mathematics. Pupils attain nationally expected standards in information and communication technology, art and design, geography, history and music. No judgement could be made about the standards in physical education as no lessons were observed. Standards in design and technology are below nationally expected standards by the time pupils leave the school. Pupils with special educational needs are very well supported in normal classroom activities and they make good progress. Pupils have excellent attitudes. They enjoy school and are very keen to learn. Their behaviour and personal development are very good. There are excellent relationships throughout the school. Teaching is good with many very good and excellent features. The headteacher's leadership and management are excellent and the school runs very smoothly. The cost of educating each pupil is very high, but taking into account pupils' achievements and the very good all-round improvement the school has made since its previous inspection, it gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to raise standards and extend the school's current achievements, the governors, headteacher and staff should:
1. raise standards in design and technology in Years 3-6 by:
 - ensuring that planning provides a better balance of activities that contributes to pupils' knowledge and understanding of technology and to their designing and making skills;
(paragraph 89)
 2. strengthen the governing body's procedures for ensuring the safety and protection of pupils by:
 - ensuring that all staff receive appropriate training in child protection issues;
 - ensuring that statutory requirements are met with regard to child protection policy and procedures.
(paragraphs 32 and 43)

OTHER ISSUES THAT SHOULD BE CONSIDERED BY THE SCHOOL

1. Improve written information for parents by:
 - ensuring that the school brochure and the annual governors' report to parents comply with statutory requirements for the information they contain;
 - improving the quality of pupils' annual progress reports to parents.
(paragraph 39)
2. Take action to address the health and safety matters brought to the attention of the school.
(paragraphs 32 and 43)

PART C: SCHOOL DATA AND INDICATORS⁷

Summary of the sources of evidence for the inspection

Number of lessons observed

13

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

21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	3	6	2	0	0	0
Percentage	15.4	23	46.2	15.4	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21
Number of full-time pupils known to be eligible for free school meals	2
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	3
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

⁷ The attainment at the end of Year 2 and Year 6 is omitted from this section because in ~~the Year~~ 2001 there were only three pupils in Year 2 and three pupils in Year 3.

Exclusions in the last school year

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	21
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

	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)	2.1
Number of pupils per qualified teacher	10
Average class size	10.5

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	13

FTE means full-time equivalent.

Financial information

Financial year	2000-1
	£
Total income	109,585
Total expenditure	104,512
Expenditure per pupil	4,977
Balance brought forward from previous year	9,668
Balance carried forward to next year	14,741

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
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 90.5%

Number of questionnaires sent out	21
Number of questionnaires returned	19

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	21	0	0	0
My child is making good progress in school.	68	32	0	0	0
Behaviour in the school is good.	84	16	0	0	0
My child gets the right amount of work to do at home.	79	21	0	0	0
The teaching is good.	84	16	0	0	0
I am kept well informed about how my child is getting on.	74	21	0	5	0
I would feel comfortable about approaching the school with questions or a problem.	100	0	0	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	90	5	5	0	0
The school is well led and managed.	89	11	0	0	0
The school is helping my child become mature and responsible.	84	16	0	0	0
The school provides an interesting range of activities outside lessons.	42	21	37	0	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

55. The arrangements that the school makes for the children in the Foundation Stage are good. Children join the school part-time in the January or September following their fourth birthday. They start full-time school at the beginning of the term in which they are five. Most children have attended a playgroup in the local town. Parents and children are welcome to visit the infant class and meet their teacher informally before starting school. The teacher maintains a ready dialogue with parents once their child has joined the class. These arrangements very successfully promote a smooth transition between home and school and enable links with home to begin to be established. At the time of the inspection, there were three girls in the Foundation Stage and no boys. There were no children in the Foundation Stage at the time of the last inspection.
56. Children enter school with standards in line with those expected for children of their age. The teacher and classroom assistant work hard to ensure that the infant class is calm and welcoming. This ensures that all children, including those with special educational needs, settle very securely into school life and are very well motivated to learn. They make sound overall progress and by the end of the Foundation Stage they attain the early learning goals for children of their age. Children's learning is particularly successful in personal, social and emotional development and aspects of communication, language and literacy and mathematical development. Almost all achieve higher than expected standards in these areas of learning.
57. The quality of teaching is good. The teacher has a good knowledge and understanding of how young children learn and her planning successfully incorporates the required areas of learning. She assesses children's skills shortly after they start school, using local authority materials. She notes children's achievements and creates a range of records. Daily activities are consistently planned with a clear focus on what individual children need to learn and this successfully promotes their progress. When the class teacher has the support of the classroom assistant, they work very well together. The classroom assistant is clear about what the children are to learn in the course of the session. She supports the group purposefully and makes a significant contribution to children's learning. The classroom is thoughtfully organised, with a good range of resources to stimulate children's curiosity and encourage them to become independent learners. There is direct access to a secure outdoor area, which provides valuable opportunities for children to learn by working on a more active scale than is possible indoors. However, inclement weather prevented outdoor activities during the inspection.

Personal, social and emotional development

58. Children's personal, social and emotional development goes beyond that expected for their age. The children are happy and well used to the classroom systems. The teacher has very high expectations of children's involvement and they respond well. Almost all are confident and show a very good degree of independence in their approach to activities and daily routines. They respond promptly to instructions and put out and clear away equipment efficiently. They are highly motivated to learn, settling quickly to tasks and concentrating hard. They handle books and equipment carefully. When moving around school as part of the infant class, as when they go to the hall for assembly, they behave very sensibly and co-operatively. They are patient and take their turn, for example on the computer. Teaching in this area of learning is good. Plans include topics, such as 'Ourselves', which successfully promote children's awareness of their own feelings and their ability to express them. The teacher and classroom assistant value each child's efforts and give lots of individual praise and encouragement. This successfully builds

children's self-esteem and promotes their confidence and willingness to participate purposefully in activities.

Communication, language and literacy

59. Children attain satisfactory standards of communication, language and literacy. The teacher plans a good range of worthwhile opportunities for children to improve their skills. Each morning, children have a planned time for talking to their teacher and each other. The class teacher introduces topics that successfully engage children's interest, for example, recalling their visit to the pantomime or showing them her grandmother's ebony hairbrush. She asks well-directed questions and encourages all children to contribute. She consistently extends children's vocabulary and encourages them to use correct terminology. This successfully promotes children's speaking and listening skills. They make good progress in developing these skills and exceed the standards expected for their age. Children enjoy sharing stories and rhymes. The quality of teaching is good. The teacher selects books that appeal to children of this age and link effectively with the work they are doing. She reads with very good expression and all children are eager to join in with repeated phrases. She takes every opportunity to promote children's confidence and communication skills. Carefully prepared activities successfully stimulate children's interest in letter sounds, reading and writing. From their earliest days in school, children regularly take home books to share with their parents. They demonstrate confidence in handling books and most are on the initial stages of reading. They recognise familiar words and are beginning to associate letters and sounds. Lively activities and games successfully reinforce their learning and encourage the children to see learning as fun. The children regularly practise writing patterns and form their letters carefully. They understand that writing conveys meaning. Almost all write their own names and some are beginning to write simple words and phrases independently.

Mathematical development

60. Children develop sound mathematical understanding. They develop a good sense of number, order and sequence through regular counting routines. They know the names of colours and common two-dimensional shapes. They make sound progress in measuring, using non-standard measures, such as their feet. Most children count reliably to 20 and beyond, which is ahead of many children of this age. They are making sound progress in recognising and recording numerals within 10, with higher-attaining children recognising numbers within 20. The quality of teaching is good with lots of planned activities to promote children's mathematical development. The teacher seizes opportunities to reinforce children's mathematical skills and check their understanding through well-directed questions. Also, in the course of the day, she regularly introduces activities that successfully support children's learning. For example, they play a memory game that reinforces the terms, 'first', 'second' and 'third'.

Knowledge and understanding of the world

61. Children acquire a secure knowledge and understanding of the world through well-planned and stimulating topics. They learn about the properties of materials, such as sand, water and clay, by handling and working with them. They make satisfactory progress in understanding the needs of living things through practical activities throughout the year, such as planting seeds. The teaching of this area of learning is good. The teacher plans practical activities in which all children can be actively involved. This successfully stimulates their interest and curiosity. For example, after they had mixed the ingredients for buns, children were eager to see how they had changed when they came out of the oven. Children extend their knowledge of the local area and their awareness of the past through their visit to Fountains Abbey. Children have regular opportunities to use a range

of simple computer programs, which soundly support their learning, for example. matching and sequencing numbers reinforces their mathematical development.

Physical development

62. Children's physical development is satisfactory. They move safely and confidently in and around their classroom. When the weather permits, children have opportunities for vigorous free play outdoors, using a good range of equipment, including wheeled vehicles. Children enjoy regular opportunities to be active in physical education and dance lessons. Children also go swimming with the rest of the school from March to October. The quality of teaching is satisfactory overall. Within the classroom, planned activities satisfactorily promote children's physical development alongside other areas of learning. Children confidently use paintbrushes and simple tools, such as scissors. They demonstrate sound manipulative skills as they fit together jigsaws and construction equipment.

Creative development

63. Children develop satisfactory creative skills. They regularly make music and enjoy joining the rest of the school for hymn practice. They have frequent opportunities to draw using pencils and a satisfactory range of markers. They confidently paint and stick and their art and craft activities successfully support other areas of learning. For example, children created a collage of different materials to represent 'Joseph's coat of many colours' in work promoting their knowledge and understanding of the world and mathematical development. The quality of teaching is satisfactory. The teacher ensures that stimulating materials and tools are accessible to the children. She plans activities, which successfully engage pupils' interest and promote their use of imaginative language. For example, children collaborate well in the role-play area as they enthusiastically take on the roles of assistants in a hairdressing salon.

ENGLISH

64. Pupils in Year 2 and Year 6 are on course to attain higher than the nationally expected standards. This is an improvement since the previous inspection.
65. By the end of Year 2, pupils' attainment in developing their speaking skills matches the level expected for their age. Pupils' listening skills are above the level expected for their age. They listen carefully so that they understand what they are to do. They all make good progress. In a lesson about using dictionaries, with pupils in Years 1-2, the teacher provided very good opportunities for pupils to express themselves. She used very good questioning skills to encourage them to think before they responded. One pupil knew that, 'A mane is horse's hair and a wig is false hair'. All were eager to talk about their pantomime in clearly expressed sentences and with a good sense of humour. For example, 'Our pantomime is called, *Ali Baba and the Six Thieves* because there's no room for any more on the stage!' Pupils are keen to share their work with others at the end of each lesson and do this with confidence. As a result, they make good gains in their learning.
66. By the end of Year 6, pupils' attainment in speaking and listening is above the level expected for their age and they all make good progress. In Years 3-6, the teacher works very hard to develop the pupils' thinking and uses excellent questioning skills to encourage them to respond. There are excellent relationships between pupils and their teacher, who places great importance on giving the pupils many opportunities to share their thoughts and ideas. Excellent opportunities for pupils to listen to music, poetry, extracts from books and share conversations between themselves and their teacher provide pupils with a wide range of valuable experiences to extend their vocabulary and further develop their speaking and listening skills. Whilst one Year 4 pupil was reading a book about *Hamish*

the Goat, he recalled the plot with great interest and continued to talk very confidently about his own grandfather's flock of goats on Brimham Rocks. He used words, such as 'food preparation', and explained that 'agricultural' meant 'farming'. At the end of each lesson, pupils reflect confidently on their work and share their tasks with the rest of the class. This makes a positive impact on their learning. By the end of Year 6, they express their opinions and ideas very clearly, for example, when they discussed the physical and man-made processes that affect their immediate environment. Pupils with special educational needs make good progress within the targets set for them.

67. By the end of Year 2, pupils' attainment in reading is above the level expected for their age and all make good progress. All pupils are interested in reading and regular homework is established to support this. In Year 1, pupils are confident readers and tackle unfamiliar words by self-correcting, using pictures and building up words, letter by letter, to make sense of the text. By the end of Year 2, pupils talk about the plot and characters in their books in short, accurate sentences. Above-average pupils read 'differently' and 'continent' with confidence and explain their meanings. They know the role of an author and illustrator and predict what may happen next as they read and discuss the favourite part of their story. They know how to find a book in their class library. Pupils who are less confident readers are given valuable support from the classroom assistant so that they make the progress they should.
68. By the end of Year 6, pupils' attainment in reading is also above the level expected for their age and they, too, make good progress. In Year 3, pupils are interested in reading and read their books competently. Higher-attaining pupils read fluently and confidently recall the story. They ably express opinions about the plot and characters in their books and understand the role of author and illustrator. In Year 4, pupils' reading skills develop further and they read more accurately. One pupil clearly explained that 'veranda' means 'where you have a barbecue'. Year 5 readers continue to make good progress. They read with fluency and expression and refer to the text when answering questions about the plot. They give the names of some of their favourite books, including *Harry Potter*, and authors, such as Dick King-Smith and C. S. Lewis. They demonstrate understanding of their books by recalling the story in their own words. Although they know that books are arranged in alphabetical order, they are uncertain about how to locate books using the Dewey system.
69. By the end of Year 2, pupils' attainment in writing is above the level expected for their age and all make good progress. Pupils practise their writing skills regularly. In Year 1, pupils learn to write simple sentences, using a variety of pictures to support their work. Common words are usually spelt correctly and they refer to their own dictionary of words to check for accuracy. They know when to use full stops and capital letters. Their handwriting is very neat, legible and consistent in size. The teacher provides all pupils with good opportunities to use their basic skills of writing. For example, following a visit to the Alhambra Theatre and a carol service, one Year 2 pupil accurately wrote, 'It was a carol service last night and my daddy sang in the church'. These pupils read a short passage about African beads, find three facts and write these accurately. Above-average pupils are learning to include speech marks in their writing. The classroom assistant provides valuable help for those pupils who require it. As a result, all pupils make good gains in their learning.
70. By the end of Year 6, pupils' attainment in writing is also above the level expected for their age and they make good progress. Regular spelling practice and use of dictionaries enables them to spell accurately. Pupils from Year 3 onwards continue to practise their writing skills so that their writing is fluent and legible. They take great pride in their work. They learn to write for a variety of audiences in a lively and thoughtful manner. For example, one Year 4 pupil wrote, 'Suddenly my hankie shook!' as she described her feeling of fear. By the end of Year 6, pupils have experience of writing in various forms, including poetry, posters and other examples of factual and descriptive writing. They

choose words that create strong images, such as in an autumn poem, 'The farmers are in their fields and the harvest is born'. They compile their own book reviews, which contain comments such as, 'Roald Dahl made me feel like I am in the story'. Pupils write with confidence and imagination. They use paragraphs and accurate punctuation and they produce work of a high standard. As a result, all pupils, including those with special educational needs, make good gains in their learning.

71. The quality of teaching is never less than very good with two excellent lessons observed during the inspection. This is a marked improvement since the previous inspection. This is because the Literacy Strategy is very well established. There is a strong focus on raising standards in reading and on regular support for those pupils with special educational needs. Teachers' accurate use of assessment to plan more carefully for the differing abilities of their pupils also has a significant impact on raising standards. The particular strengths in the teaching are:
- careful detailed planning for all abilities of pupils, including those with special educational needs, so that all can succeed;
 - interesting and lively lessons that motivate pupils to do well;
 - very good relationships, high expectations and excellent management of behaviour so that pupils have excellent attitudes to work;
 - very effective contribution made by the classroom assistant for those pupils who need extra support, so that they may make better progress;
 - very good links between English and other subjects;
 - very good marking that helps pupils to know how they are progressing;
 - informal assessment in lessons to check that pupils understand what they are doing.
72. Pupils use their literacy skills effectively in other subjects, such as history, geography, science and information and communication technology. For example, they present their work on pulse rate in a suitable format and make good use of tables and labelled diagrams where these are appropriate. Word processing is regularly used and pupils use the Internet well to support their research tasks. Assessment procedures are very good and this is an improvement since the previous inspection. Pupils' progress is monitored very carefully and records are maintained from entry to the end of Year 6. There are targets set for each pupil in English. Pupils are involved in this process, which promotes their motivation and improves progress. Each pupil has a portfolio containing examples of carefully assessed work. As at the last inspection, the school lacks its own central library. However, it is in the process of refurbishment and when complete this will enable pupils to further extend their research skills. Occasional activities, such as participating in a joint drama workshop at Fountains Abbey with pupils from other schools, promote pupils' interest and support learning.

MATHEMATICS

73. The teaching and learning of mathematics is good. As a result, pupils of all levels of attainment make consistently good progress and the standards that they attain by the time they leave the school are higher than they were at the time of the last inspection.
74. In Year 2, all pupils are on course to attain the nationally expected standard with a high proportion on course to achieve the above average standard. Pupils in Year 6 are making good progress and results are likely to be above average in mathematics by the time pupils leave the school.
75. By the end of Year 2, all pupils count forwards and backwards to and from 100. They recognise odd and even numbers and sequence sets of numbers accurately. They are confident about the value of digits in numbers up to 100. They know the pairs of numbers that add up to 10, or in the case of higher-attaining pupils 20, and use this to carry out simple calculations quickly and accurately. They use the language of simple fractions

appropriately and mentally halve and double numbers within 20. All solve problems involving familiar coins. Pupils name a good range of two- and three-dimensional shapes and higher-attaining pupils identify their properties.

76. By the end of Year 6, all pupils use the number facts that they have learned quickly, efficiently and accurately to solve a wide range of mathematical problems. Because they have a good grasp of mathematical ideas, most explain their thinking confidently, using correct mathematical language and giving reasons for the conclusions that they reach. For example, they use their knowledge of number patterns in rapid mental calculation of addition within 100, with higher-attaining pupils working within 1000. All use written methods of addition, subtraction, multiplication and division, with higher-attaining pupils accurately multiplying by two-digit numbers. In the course of their 'box investigation', pupils demonstrated a good knowledge of the properties of two- and three-dimensional shapes and their ability to calculate the perimeter and area. Pupils confidently use charts and graphs to display and compare information they have gathered.
77. Teaching is successful and pupils achieve well because:
- teachers have a very secure knowledge and understanding of the subject. This gives clarity to teaching and has enabled them to manage the introduction of the National Numeracy Strategy successfully. This has brought consistency to the teaching of mathematics that is helping to raise standards over time;
 - the school's mathematics curriculum ensures that pupils cover all aspects of mathematics thoroughly;
 - the arrangements for teaching pupils in small groups, based on their prior attainment in the subject, work well. Teachers focus on the performance of individual pupils. They support all pupils very effectively, including those with special educational needs, and help higher-attaining pupils move on to more challenging work. This successfully promotes pupils' progress;
 - teachers plan lessons carefully to build on individual pupils' prior learning. In this way, both infant and junior class teachers use assessment information effectively to match the work carefully to pupils' differing needs and abilities. This very successfully promotes pupils' motivation. For example, in a Year 3-6 lesson on data handling, the teacher used her knowledge of the pupils to ensure that each small group found their given task challenging. Consequently, pupils made good progress as a result of that day's work;
 - mental agility work forms a lively part in most lessons, improving pupils' confidence and the speed and accuracy of their thinking. Teachers target questions very skilfully so that pupils of differing levels of attainment benefit and make good progress;
 - teachers extend pupils' mathematical vocabulary consistently well. For example, when drawing a graph, Year 4 pupils explained the terms, 'axis', 'vertical' and 'horizontal'. Teachers take every opportunity to encourage pupils to explain how they reached their answers. This effectively extends pupils' thinking and enables the teacher to check their understanding;
 - the teachers value everyone's contributions and this helps to improve levels of confidence and performance among all pupils, whatever their ability;
 - pupils have very positive attitudes to their work in mathematics. They are keen to set to work and they persevere with challenging tasks. Pupils' productivity and their pace of working are good. They take pride in their work and almost all present it neatly and carefully. This adds to the quality of their learning and to the progress that they make;
 - pupils use their information and communication technology skills effectively to support their work in mathematics. For example, younger pupils use a number recognition program to reinforce their counting and sequencing skills and older pupils present information on a pie chart created on the computer. Pupils also have opportunities to extend their numeracy skills through work in other subjects. For example, in a science lesson, pupils in the infant class explained how to find 100 grams on the scales as they were weighing sugar.

SCIENCE

78. Pupils in Years 2 and 6 are currently on course to attain the nationally expected standards. Comparison with previous years' results is unreliable because, due to the small size of the groups, the performance of a few pupils can have a big effect on the school's results.
79. Throughout the school, pupils work very hard and make good progress in the course of lessons. There is no difference between the performance of boys and girls. Pupils with special educational needs are fully integrated into all classroom activities and they are making good progress in their learning. Higher-attaining pupils are effectively challenged and this results in them achieving to their full potential.
80. By Year 2, pupils name parts of the human body, including some major internal organs. They have a secure understanding of the senses. They carry out simple investigations and record their findings. For example, pupils used their sense of hearing to identify a range of objects, such as marbles and coins, by the different sounds they made when shaken in a box. Pupils have a satisfactory knowledge of physical processes. They describe changes in movement caused by pulling or pushing objects. They know that bulbs work in electrical circuits. Pupils are familiar with a range of common materials. In a lesson in which they mix and bake buns, pupils make good progress in understanding that some materials change when they are heated.
81. By Year 6, pupils have a good understanding of the principles of scientific investigation. They carry out investigations independently from a given starting point, observing and recording their findings in charts and graphs. They have a sound grasp of the principles of a fair test. However, they have too few opportunities to predict outcomes, to select their own equipment and methods and to evaluate their effectiveness. Pupils have a good knowledge of life processes and living things from their investigations of the school environment. Pupils work co-operatively in small groups, focusing on different areas near the school. They make observations in different seasons of the year and record their findings in very well presented topic booklets. They recognise that different living things are found in various habitats, such as a pond, a damp and shady bank or farmland. Pupils know about different materials; for example, that some are conductors and others are insulators. They apply this effectively in work on electricity. They carry out investigations into light sources and measure the shadow cast by an object at different times of the day.
82. The quality of teaching is good. Teachers have good subject knowledge that enables them to give clear explanations to pupils. Topics are carefully planned so that relevant links with other subjects reinforce pupils' learning. For example, as part of their work on materials, pupils in Years 1 and 2 handled and described a range of fabrics, in activities linked to work in art and religious education. Lessons are well prepared and there is strong emphasis upon a practical approach. This stimulates pupils' interest and involvement in lessons and so promotes learning. Teachers make very good use of question and answer sessions to extend pupils' thinking and check their understanding. There are excellent relationships between pupils and teachers. Teachers are quick to praise individual pupils' efforts and this promotes very positive attitudes. Pupils enjoy science lessons and are very keen to be involved in all of the activities. They give good support to one another when working in pairs or small groups and share resource materials sensibly. When carrying out investigations into sound, small groups of pupils in Years 3-6 worked very responsibly outside their classroom. The lesson made a very positive contribution to pupils' personal development. It also gave pupils an opportunity to consolidate their information and communication technology skills as they prepared to present their findings in the form of graphs and charts.

83. The school is committed to achieving high standards in science. External test results are analysed to identify areas of strength and those for further development. Teachers assess pupils' attainment and progress and use this information effectively as a basis for planning and setting targets.

ART AND DESIGN

84. Pupils' attainments are in line with expected levels by the ages of 7 and 11 years. Pupils demonstrate more creativity than they did at the last inspection. All pupils make satisfactory progress. Pupils with special educational needs are effectively encouraged and supported and make progress in line with others in their class.
85. Pupils in Year 1 have a good start. Lessons are very well planned to encourage them to develop their skills with a range of tools and materials. Their pictures and paintings of trains, linked to their science topic, show close attention to the mixing of realistic colours and the use of detail in sketching the railway track. Pupils in Year 2 have produced colourful drawings of Katie Morag, linked to their geography topic on a contrasting locality. They were observed creating their own collage of 'Joseph's coat of many colours', after having experience of wearing one themselves in their 'Circle Time' session. They made satisfactory progress in developing their design skills and were able to create a colourful coat from a variety of material, which they carefully cut and assembled in a symmetrical form.
86. Pupils continue to make satisfactory progress as they move through the school. Pupils in Years 3-6 explore ideas and visual information on the work of famous artists, such as Van Gogh, Max Bechman and Monet. They carefully consider the meaning of 'landscape' and one pupil explained this as 'places'. They drew comparisons between these and urban landscapes, for example Bradford. The teacher is knowledgeable and a source of stimulating ideas as she draws pupils' attention to particular areas of each picture. Pupils' sketchbooks illustrate good observational skills and examples of the use of perspective, for example, in one pupil's powerful representation of London Bridge. Pupils enjoy art lessons and talk very proudly of what they can do. Analysis of pupils' earlier work and colourful displays around the school, such as the hall display of, 'Let There Be Light', clearly reflect the wide breadth of experiences that the school offers its pupils.
87. The good features in all lessons are:
- teachers' good subject knowledge, which they ably share with their pupils to encourage them to do their best;
 - high expectations for all to succeed and use their time profitably;
 - informal assessment throughout lessons so that pupils are positively supported and enabled to make progress;
 - enthusiastic teaching where pupils are constantly encouraged to be proud of what they do.
88. The subject is well managed by both the headteacher and the class teacher. They plan well together and make good provision for links with other subjects, such as history, geography and information and communication technology. Literacy skills are very well promoted, for example in a pupil's sensitive painting of a lighthouse with his caption beneath, 'The bright light showed me the way as I sailed into the harbour'. Visits into the local environment and beyond provide an added dimension to pupils' progress and to their personal, spiritual, social and cultural development.

DESIGN AND TECHNOLOGY

89. By the age of 7, pupils attain satisfactory standards in design and technology and make satisfactory progress. By the age of 11, pupils' attainment is below the standards

expected for their age and their progress is unsatisfactory. This is because, at the time of the inspection, pupils have not had the opportunity to use appropriate methods to draw, plan and label their designs. However, this element of the curriculum is included in the teacher's planning for next term. In the previous inspection, standards were above what was expected of 7 and 11-year-olds.

90. Only one lesson was seen. Further evidence was gained from looking at pupils' previous work and teachers' planning. Pupils in Years 1-2 have designed and made a ramp to roll objects down. They have made clear drawings and investigated how they could alter the height of the ramp to allow objects to roll even further. One pupil successfully evaluated the task, writing 'I learned that the car went further when there were two blocks under the ramp'. Pupils know how to assemble and join materials, so that they produce work of a satisfactory standard. As a result, they make steady progress in their learning.
91. In the lesson observed in Years 3-6, pupils learned about the construction of musical instruments. They listened carefully to a tape of a variety of sounds made by musical instruments. They were very well behaved and worked co-operatively. They used their musical skills well to distinguish between woodwind, brass and percussion and recognised that sounds can be made in different ways. They examined a selection of their own instruments, so that they could use their knowledge and understanding to begin to learn to design, label and make a working model, using a combination of materials. This had a positive impact on their learning. There were strong links with music and science in this lesson. The strengths of the lesson were:
- detailed planning by the teacher;
 - very good questioning, eliciting responses such as, 'sounds like an elastic band being plucked';
 - good level of investigative learning by pupils so that they made satisfactory progress;
 - good assessment of pupils' knowledge and understanding of the task so that they knew exactly what to do;
 - activities that catered well for the full range of ages and attainment in the class so that all could participate at their own level;
 - good quantities of appropriate resources so that all pupils could have worthwhile experiences;
 - pupils are very interested in their work and express their enjoyment of the task. They are proud of what they do.
92. The headteacher and class teacher have a sound grasp of standards across the school and recognise the need for the development of pupils' designing skills in Years 3-6. There is a helpful scheme of work that has been suitably adapted to suit the requirements of all pupils. Pleasing displays and photographs provide valuable evidence of the variety of experiences that are offered to pupils. The classroom assistant and other adults support teachers well and make a positive contribution to pupils' learning.

GEOGRAPHY

93. Standards in geography are in line with national expectations by the time pupils leave the school. Only one geography lesson was observed during the inspection. Further evidence was gathered from teachers' planning, pupils' work and discussions with pupils. Throughout the school, all pupils, including those with special educational needs, make satisfactory progress. These results differ from the previous inspection when pupils made good progress and attainment was better than expected for their age. However, any comparison should be treated with caution as the number of pupils in each year continues to be small and changes year by year.
94. In Years 1-2, pupils gain knowledge about places in geography and build on their skills as they explore their local environment and beyond. For example, they write letters to Katie Morag - an imaginary young girl on the island of Struay – asking questions about her way of life and how it differs from their own. In this way, pupils compare their knowledge of, for instance, sheep raising in their own locality with that on an island on the west coast of Scotland. They learn simple mapping skills as they plan to travel from Lofthouse to Struay and identify the local shop and the ferry on the island. Pupils' work in geography effectively supports the development of their literacy skills. Good links are established with other subjects, such as art and design as they reproduce a three-dimensional replica of the island.
95. Pupils continue to make steady progress in Years 3-6. The junior class teacher further promotes the development of mapping skills and the appropriate use of geographical vocabulary through topic work. For example, pupils study the journey of the local river from its source to its mouth and use an ordinance survey map to identify its main features. Pupils learn that both nearby reservoirs are connected by a man-made stream and understand that rainfall running off a ridge of hills forms the start of the River Nidd. Pupils use appropriate geographical vocabulary, such as 'estuary', 'source' and 'mouth', as they develop their understanding of the physical features of the river that flows through the countryside around them. They are keen to tackle interesting research tasks, which are well matched to their differing stages of knowledge and understanding. For instance, pupils in Years 3-4 use a variety of maps to examine the route of the local river, whilst pupils in Years 5-6 further develop their research skills by drawing comparisons between the river Thames and the local river. In this timed activity, pupils have very positive attitudes to their learning, work very well together, stay on task and enjoy their lesson. They have established excellent relationships with each other and their teacher and make very good progress in learning. Positive features of teaching are:
- very good subject knowledge;
 - realistic expectations of attitudes, behaviour and use of time;
 - clear planning;
 - skilful questioning;
 - literacy skills are effectively promoted, particularly speaking and listening.
96. The curriculum is carefully planned and is taught in alternate terms to history. The scheme of work has been successfully adapted by the headteacher and the very experienced co-ordinator. It now provides clear identification of the skills to be taught and built upon as pupils move through the school. A very good range of educational visits are planned to such places as Eden Camp, Hartlepool Quay and Bishop Monkton for an inter-active programme offered by the Energy Efficiency Board. The school is planning a very exciting visit to London for pupils in Years 3-6. A certificate from the Yorkshire Gardens' Trust has commended the provision of a school garden area to enhance learning opportunities. All these experiences further enrich the curriculum and have a positive impact on pupils' personal, social and cultural development.

HISTORY

97. Standards in history are in line with national expectations by the time pupils leave the school. No lessons were observed during the inspection, but sufficient information was available from evidence in teachers' planning, analysis of pupils' work and talking to pupils and teachers to allow judgements to be made. All pupils, including those with special educational needs, make satisfactory progress.
98. In Years 1-2, pupils develop a secure sense of the passing of time. They know the difference between the past and the present and relate this to their own lives. This is clearly illustrated in a display of photographs of their parents and grandparents, including one of Queen Elizabeth II and her mother. Their work is effectively supported by outings, for example to the Nidderdale museum in Pateley Bridge. This whole-school visit promoted their learning by providing a realistic insight into Victorian life.
99. Examination of pupils' completed work in Years 3-6 reveals that they develop a good sense of chronology through using timelines from their parents' birth back to the Victorians. There is evidence of effective learning about the Romans and myths and legends. Good links are made with other subjects, including information and communication technology, where pupils have used their literacy and research skills to collect information on the lives of, for instance, Dr. Barnardo and Charles Dickens. The curriculum provides valuable opportunities for pupils to reflect on past events and its impact on their own lives in the present time. This evidence of pupils' experiences and learning confirm that both teachers have very good subject knowledge and high expectations of their pupils.
100. The headteacher and class teacher co-ordinate the subject well. There is an appropriate scheme of work that has been suitably modified to meet the needs of all pupils in this small school. This is an improvement since the previous inspection. The teaching assistant and other adults support teachers well and make a positive contribution to pupils' learning. The school has adequate levels of resources to fully support the topics being taught. Informative displays and photographs provide further valuable evidence of the variety of experiences that are offered to pupils. Visitors to the school and educational visits to places of interest, such as the National Railway Museum in York, provide an added dimension to the subject and further promote pupils' personal, social and cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

101. Standards in information and communication technology are in line with national expectations by the time pupils leave the school. There were no lessons observed during the inspection, but sufficient information was available by talking to pupils and teachers to allow judgements to be made. All pupils, including those with special educational needs, make satisfactory progress. These results are not as good as in the previous inspection because the school has replaced out-of-date computers with newer models and is currently working hard to become familiar with the new equipment.
102. In Years 1-2, pupils use the mouse with confidence. They insert text, create images and use programs to develop their skills in working with numbers. They enter and save their written work with support. As pupils move through the school, they further develop their skills. In Years 3-4, for example, pupils have made covers for their food topic by importing images. They have written clearly about the Pateley Show. They import information from a database to use in their writing. There are very good links with other subjects, such as mathematics, where they have made block graphs to illustrate the area of their hands. Pupils make good use of their literacy skills and have valuable opportunities to appreciate the wonder of the world around them. For instance, one pupil has emotively described a painting entitled, *Sunset*, with the words, 'I saw a bright orange and red sunset. Its

beaming rays made me feel I was in heaven'. In Years 5-6, pupils effectively develop their research and literacy skills and continue to make good use of links with other subjects. For instance, they are familiar with using the Internet, under supervision, to explore information on the World Trade Centre, the solar eclipse watched in South Africa and the foot and mouth epidemic. They make good use of their word-processing skills. For example, they drew up the programme of hymns for a Christmas performance. Pupils' shared writing illustrates their sensitive use of vocabulary, as in, 'Nobody knows how it feels, the sunshine shining through the trees'. Pupils develop their literacy skills during these activities. Pupils are becoming confident in using spreadsheets to display data. A multi-media style presentation demonstrates their ability to produce slides that include their own text or imported images. They personalise these with confidence, altering font, size of text, colour or background. They are proud that they have learned to animate and include sound in their designs. All of these experiences have a positive impact on pupils' learning.

103. There is insufficient evidence to make a judgement about the quality of teaching and learning across the school, but pupils' work indicates that lessons are at least satisfactory. The strengths revealed in teachers' planning were:
- sound subject knowledge that is well shared with all pupils, including those with special educational needs;
 - high expectations, evident in the detailed and systematic planning that includes opportunities for assessment at the end of each topic so that pupils make the progress they should;
 - activities that cater well for the full range of ages and attainments in the classes;
 - satisfactory use of resources so that all pupils can have 'hands on' experiences.
104. There is a clear policy and helpful commercial scheme of work that has been carefully adapted by the school to accommodate the ability of all pupils. This ensures that teachers plan effectively for the development of pupils' skills. There are very good procedures for assessing and recording pupils' progress. Staff are confident and use their knowledge effectively to help develop their pupils' skills. As a result, pupils throughout the school enjoy their lessons and make steady gains in their learning. The classroom assistant and other adults make a positive contribution to pupils' progress.

MUSIC

105. Standards in music are in line with national expectations by the time pupils leave the school. These findings mark an improvement since the last inspection. Pupils have regular music lessons that are planned and taught by a visiting specialist teacher. There is a weekly hymn singing practice for the whole school, led by the headteacher. All junior pupils learn the recorder and receive individual tuition from a local musician. These activities effectively reinforce and extend pupils' confidence and skills.
106. Pupils enjoy singing and know a wide range of songs and hymns. They sing tunefully and very expressively. They follow instructions well, control their voices and sing with assurance. By the age of 7, pupils create and select sounds using percussion instruments. They recognise ways in which sounds can be arranged and respond to signs and signals from their teacher. By the age of 11, pupils are familiar with formal notation. They also use symbols to represent sounds in their compositions. They explore ways in which sounds can be combined expressively. For example, small groups collaborated effectively to compose sequences reflecting contrasting moods and emotions, which they recorded as an example of their work. They listen to their own and others' compositions and suggest possible improvements.
107. As no music lessons took place in the course of the inspection, there was insufficient evidence available to determine the quality of teaching. However, planning indicates that pupils cover all elements of the curriculum. They have regular, planned opportunities to sing, perform, compose and listen to music. During the year, they take part in a range of

activities, including celebrations linked to the church's year, such as Harvest Festival, and musical productions, for example 'A Victorian Christmas'. Other occasional initiatives contribute well to pupils' positive attitude to the subject. For example, pupils in Years 5-6 attended a performance of medieval music at the local chapel as part of the Nidderdale Festival. Teachers play a range of recorded music as pupils enter assembly and this promotes pupils' listening skills and knowledge of composers. Pupils have occasional opportunities to listen to and learn about music from other cultures when they have presentations from visiting musicians. Where appropriate, pupils learn songs, which support their work in history, such as songs from the musical, 'Oliver'. Overall, music makes a good contribution to pupils' spiritual, social and cultural development.

PHYSICAL EDUCATION

108. There is not enough evidence to make judgements about standards in physical education or the quality of teaching or learning, as no lessons took place during the inspection.
109. The school hall is small and this restricts the scope of gymnastic activities and indoor games, particularly in the winter. However, in the course of the year, pupils satisfactorily cover all elements of the National Curriculum. Pupils in Years 1-2 discuss how to exercise safely. They practice balancing, stretching and jumping movements and create simple gymnastic sequences. They have opportunities to respond to music and enjoy country-dancing sessions. They develop throwing skills and play games, such as skittles. Pupils in Years 3-6 practice cartwheels, forward and backward rolls and handstands, which they incorporate into sequences. They devise and perform dance movements in response to taped music. According to the season, they play outdoor games, including football, netball and rounders. Staff from the recreation centre in the nearby town regularly work with pupils in Years 3-6 and provide additional equipment. This successfully promotes pupils' interest and gives them experience of high quality coaching. Between March and October, all pupils have weekly swimming lessons. Many exceed the nationally expected standard of being able to swim 25 metres by the end of Year 6.
110. Pupils are enthusiastic about physical education lessons and readily talk about their activities. Participation in occasional competitions, such as a 'kwik cricket' tournament, successfully motivates pupils and gives them experience of playing against other schools. Pupils in Years 3-6 also participate in outdoor venture activities as part of their residential visit to Scarborough.