

# INSPECTION REPORT

**MILL HILL COMMUNITY PRIMARY  
SCHOOL**

Northallerton

LEA area: North Yorkshire

Unique reference number: 121330

Headteacher: Mr E Watson

Reporting inspector: Mrs A Waters  
13827

Dates of inspection: 24<sup>th</sup> – 27<sup>th</sup> June 2002

Inspection number: 195976

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Crosby Road  
Northallerton  
North Yorkshire

Postcode: DL6 1AE

Telephone number: 01609 772382

Fax number: 01609 777617

Appropriate authority: Governing Body

Name of chair of governors: Sarah Glahome

Date of previous inspection: 23/06/1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
13827	Mrs A Waters	Registered inspector	Music Equal Opportunities	The school's results and pupils' achievements How well are pupils taught How well is the school led and managed What should the school do to improve further
31729	Mr B Harrington	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents
17543	Mr R Coupe	Team inspector	Mathematics Physical education Religious Education	How good are the curricular and other opportunities offered to pupils
30398	Mr C Scola	Team inspector	English Art and design Design and technology	How well does the school care for its pupils
18059	Mrs R Harrison	Team inspector	Information and communication technology Foundation Stage	
10228	Ms S Russam	Team inspector	Special educational needs Science Geography History	

The inspection contractor was:

Lynrose Marketing Limited  
Bungalow Farmhouse  
Six Mile Bottom  
Newmarket  
Suffolk, CB8 0TU

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Mill Hill Community Primary School is a bigger than average sized primary school situated close to the centre of Northallerton. There are currently 297 pupils, 157 boys and 140 girls on roll. Approximately 11 per cent of pupils are known to be eligible for free school meals, which is broadly average. Twenty-five per cent of pupils are on the school's register of special educational needs, which is average. Three pupils have a statement of special educational need. All but one of the pupils is of white ethnicity, and none has English as an additional language. Most pupils come from the local area which is economically below average, with fewer parents with higher academic qualifications than in other parts of the town. The attainment of pupils on entry to the school is below average.

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

This is an effective school with many good features and whose strengths far outweigh its weaknesses. Its strengths lie in the quality of teaching, which ensures that pupils are taught well the basic skills of literacy and numeracy, the provision for the children in the Foundation Stage and Key Stage 1, pupils' personal, social and moral development and their very good attitudes and behaviour. By the end of Key Stage 2, pupils achieve high standards in English and mathematics. The quality of leadership and management is satisfactory and the school provides good value for money.

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

- Pupils achieve well and attain above average standards in English and mathematics by the time they leave the school.
- The quality of teaching is good overall and is very good at the Foundation Stage, at Key Stage 1 and in some classes at Key Stage 2.
- The provision for the Reception children is very good and a strength of the school.
- There are very good procedures in place for promoting good behaviour.
- Provision for pupils' personal, moral and social development is very good and this is reflected in pupils' very good attitudes to school and their very good behaviour.
- Arrangements for pupils' care and welfare are good and there is a good atmosphere for learning.
- The school works well with parents and partner institutions
- Financial management is good

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

- Standards in science across the school and particularly at Key Stage 2.
- Standards in history, geography and music at the end of Key Stage 2.
- The breadth and balance of the curriculum at Key Stage 2 and particularly in Years 5 and 6.
- The quality of the leadership and management.
- The leadership and management of the provision for Special Educational Needs

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997 when it was judged to be a school with a number of good qualities. The school has maintained many of the strengths evident at that time and made good improvement overall. There has been a significant improvement in the proportion of good and very good teaching. At Key Stage 1, standards in reading and writing and mathematics have improved considerably and compare very favourably with schools nationally and those with similar characteristics. At Key Stage 2, standards in English and mathematics have also improved. Standards in information and communication technology have risen well as a result of effective training which has increased teachers' subject knowledge, understanding and awareness of how to develop pupils' capability in this subject across the curriculum. The school has been successful in dealing with most of the issues raised at that time. Improvements have been substantial in some, but not all, areas of identified weakness. For example, the standards at Key Stage 2, in design and technology are now above the national expectation and in art and design are in line with national expectation. Very good procedures are in place to assess and track pupils' attainment and progress in English and mathematics, although more work needs to be done to extend these to include science and other subjects of the curriculum. The school has been less successful in addressing the issues concerned with leadership and management. A management structure is in place but there is a lack of clarity about the duties, responsibilities and expectations of senior staff and subject leaders. Co-ordinators now play a greater part in managing their subjects, although there is still room for further development in involving them in more systematic monitoring and support of the curriculum and teaching. The lack of a clear structure with well defined systems is restricting the school from implementing a programme of self evaluation that leads to clear and concise priorities for development.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	D	C	B	A	well above average A above average B average C below average D well below average E
Mathematics	C	B	C	C	
Science	C	D	D	E	

This table shows that on the basis of the end of Key Stage 2 national test results pupils' attainment in English is above the national average and is well above that of similar schools and standards have improved year on year. In mathematics pupils' attainment is average when compared with all schools and with similar schools. Pupils' attainment in science is below the national average and well below that of similar schools. Standards in science have been below average for the last two years. The pattern of improvement in English has been well sustained and in mathematics has risen steadily, but dipped in 2001 when over a quarter of pupils failed to achieve the expected standard. Standards in science have steadily declined. The inspection findings indicate that standards in English are well above average

and are above average in mathematics but are below average in science. The low standards in science are a direct consequence of weaknesses in the curriculum, lack of monitoring of teaching and learning, poor assessment procedures and lack of target setting to raise standards in the subject.

By the end of Key Stage 2, pupils' attainment in art and design and physical education is in line with national expectations and standards in religious education are in line with the Locally Agreed Syllabus. Pupils make satisfactory progress overall in these subjects. Pupils make good progress in information and communication technology and design and technology and attainment is above the nationally expected level. In geography, history and music, pupils do not make enough progress and their attainment is below national expectations. This is because of lack of balance in the curriculum, and insufficient teaching in these subjects, especially in Year 6.

The 2001 end of Key Stage 1 test and assessment results show that pupils' attainment in reading is above the national average and is well above average in writing. In comparison to similar schools, pupils' attainment is well above average in reading and writing. Pupils' attainment in mathematics is above both the national average and that of similar schools. This shows a marked improvement on previous years, and standards have risen steadily over the last three years from a below average point. On the basis of teacher assessment the school's performance in science was close to the national average. Inspection findings, based on the current group of Key Stage 1 pupils indicate that pupils are making very good progress and achieve standards that are well above average in reading, writing and mathematics. In science pupils make satisfactory progress and their attainment by the end of the key stage is in line with the national expectation. By the end of Key Stage 1, pupils' attainment in information and communication technology, art and design, design and technology and history is above the expected level for their age. In geography, music and physical education attainment is in line with national expectations and meets the requirements of the Local Agreed Syllabus in religious education.

Children in the Reception class make very good progress and achieve very well so that by the end of the Foundation Stage they attain the Early Learning Goals in all areas of their learning. They attain beyond the expected level in terms of their personal, social and emotional development and their creative development.

Pupils with special educational needs make similar progress to their classmates, and benefit from good levels of additional classroom support. This enables them to make good progress towards their individual targets. The school has no pupils for whom English is a second language. There is no significant difference between the attainment of boys and girls.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Attitudes to learning are very good. Pupils enjoy their learning and are keen to discuss their views in class.
Behaviour, in and out of classrooms	Behaviour in and around the school is very good. Pupils are well mannered, friendly and polite.
Personal development and relationships	Relationships are good. Pupils welcome the opportunities to be monitors and help within the school.
Attendance	Attendance is satisfactory.

## **TEACHING AND LEARNING**



Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very 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 overall with very good features. The teaching of English and mathematics is very good and the basic skills of literacy and numeracy are also promoted effectively through work undertaken in other subjects. The teaching of information and communication technology skills has improved and pupils acquire good skills in using computers.

The quality of teaching and learning is very good in the Reception class and the children make very good progress in all areas of their learning and are highly motivated by the many exciting activities the teachers prepare for them. There is a close partnership between the teachers and the classroom assistants who have a thorough understanding of the specific learning needs of young children and of individual children in their care. There is an appropriate balance between activities that the children choose for themselves and those organised by the teacher. Early skills of reading, writing and mathematics are very well taught, and very good emphasis is placed on developing the children's personal, social and emotional development.

Teaching at Key Stage 1 is very good and as a result pupils learn very well and achieve standards that are comparatively much higher than those displayed when they first enter the school especially in reading, writing and mathematics. Teachers work well together and their planning is thorough. They have high expectations and provide many opportunities for pupils to practise skills of literacy and numeracy across the curriculum. As a consequence, pupils are well motivated, fully involved and well challenged.

In Key Stage 2, the overall quality of teaching is good and sometimes very good but there is a very mixed picture across the key stage. There is most variation in the upper Key Stage 2 classes. In the two mixed Year 5 and Year 6 classes, the teaching of all subjects is usually good with some very good features. However, in the single aged Year 6 class, although the quality of teaching and learning in English and mathematics is very good, some aspects of teaching in other subjects are unsatisfactory. In this class, the pupils are not taught the National Curriculum programmes of study in sufficient depth in some subjects, especially science, geography, history and music. As a result, pupils' learning does not effectively build on what they already know and understand. In the lower Key Stage 2 classes the quality of teaching and learning is usually good and sometimes very good enabling pupils to achieve well in most subjects. However, in these classes, learning is less effective when timetable arrangements result in a full afternoon being devoted to one particular subject, such as religious education or music.

There are weaknesses in the teaching of music in both key stages because teachers lack confidence in the subject. Across the school there are strengths in the relationships between teachers and pupils. Good use is made of support staff to work alongside pupils who have special educational needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the Foundation Stage is very good. The curriculum for Key Stage 1 is good and is broad and exciting. The curriculum for Key Stage 2 is satisfactory overall but lacks breadth and balance. There is no comprehensive view of what is being taught in each subject and class.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is satisfactory overall although there are weaknesses in the way it is managed. There is a lack of a consistent and coherent overview. Support in whole class lessons for pupils with special educational needs is good. Learning support staff are particularly effective and make a valuable contribution to the quality of teaching and learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school makes very good provision for pupils' personal, social and moral development and good provision for their spiritual development. Cultural development is satisfactory.
How well the school cares for its pupils	The school's procedures for child protection and for ensuring pupils' health, safety and well being are good. Teachers' good knowledge of pupils and the initiatives implemented to improve their behaviour, effectively provide support and guidance for all pupils. There are very good procedures for assessing pupils' attainment and progress in English and mathematics as they move through the school but there is more work to be done in other subjects.
How well the school works in partnership with parents	Good. Parents are generally supportive of the school and encouraged to be involved in their children's education. Parents receive good levels of information from the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher, with the support of the senior management team and staff, provides effective leadership with regard to pastoral issues and is successful in promoting a positive ethos and very good attitudes to learning. However, the leadership is unsatisfactory in identifying the strengths and weaknesses in the school and some weaknesses have not been noticed or have been inadequately addressed.
How well the governors fulfil their responsibilities	Governors recognise the strengths of the school and are very supportive. They have a satisfactory understanding of most school issues and how to support the work of the school. They do not, however, take a sufficiently active role in school development planning or in monitoring the school's performance.
The school's evaluation of its performance	Overall satisfactory. The headteacher and key co-ordinators have carried out lesson observations and thoroughly analysed the assessment data in English and mathematics and used the information well to bring about improvements. However, not enough is being done to enable co-ordinators to monitor the work in other subjects and some weaknesses have not been identified or remedied.
The strategic use of resources	Good. The school is effective in its management of the budget. Good use is made of resources and the principles of best value are well applied when purchasing goods and services.
Staffing, accommodation and learning resources	Satisfactory overall. The accommodation is adequate and there are enough well qualified teaching and support staff. The range and quality of learning resources are at least satisfactory and good for most subjects with the exception of science and music, where there are not enough good quality resources to fully support the curriculum.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The children like to come to school</li> <li>• Teaching is good</li> <li>• Children attain high standards</li> <li>• Behaviour is very good</li> <li>• Most parents agree that they are well informed about their children's progress</li> <li>• Parents think that the school is well led and managed</li> <li>• The school is very approachable and all matters of concern are taken seriously</li> <li>• The school encourages pupils to show care and respect</li> <li>• The majority of parents appreciate the range of extra curricular activities provided</li> </ul>	<ul style="list-style-type: none"> <li>• Parents would like to see more attention given to physical education</li> <li>• Parents would like to see uniform arrangements more consistently imposed</li> <li>• A few parents not happy with the range and frequency of homework in Years 5 and 6</li> <li>• Parents would appreciate more information about what is to be taught</li> <li>• A few parents expressed concerns about the limitations of extra curricular activities especially in music.</li> </ul>

The inspection findings support the parents' views of the school. The school has recognised that the situation regarding homework needs to be reviewed and is putting plans in place to ensure that there is a more consistent and regular approach to the setting of homework. Further opportunities for extra curricular activities especially in music are also planned when new staff appointments are made. The school agrees that more information about the curriculum and what pupils are to be taught should be provided. Inspectors agree that the arrangements and expectations about the wearing of uniform should be made clear and followed by all.

## **PART B: COMMENTARY**

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

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

1. Pupils' attainment when they first start school in the Reception class is generally below the expected level for their age although the attainment ranges from well below to above average. Of particular concern are the children's low levels of literacy and numeracy skills and their knowledge and understanding of the world. A significant number of children have limited pre-school learning experiences. The children benefit from very good teaching and from taking part in a stimulating range of activities. This enables them to make very good progress and achieve very well so that by the end of the Foundation Stage almost all children attain the Early Learning Goals in all areas of their learning.
2. The 2001 end of Key Stage 1 National Curriculum test and assessment results show that pupils' attainment in reading is above the national average and in comparison to similar schools is well above average. This shows a marked improvement on the last two years when standards were below average. Pupils' attainment in writing is well above both the national average and that of similar schools. Standards have risen over the last three years and show a marked improvement in the last year. In mathematics pupils' attainment is above the national average and above the average of similar schools. This shows a marked improvement on previous years with standards rising steadily from below average. On the basis of teacher assessment the school's performance in science was close to the national average. Inspection findings, based on the current group of Key Stage 1 pupils, indicate that standards are well above average in reading, writing and mathematics. Pupils are making very good progress and achieve well. In science, pupils make good progress and their attainment by the end of the key stage is in line with the national expectation.
3. By the end of Key Stage 1, pupils' attainment in information and communication technology, art and design, design and technology and history is above the expected level for their age. In geography, music and physical education pupils' attainment is in line with national expectations and meets the requirements of the Locally Agreed Syllabus in religious education.
4. On the basis of the 2001 end of Key Stage 2 National Curriculum test results, pupils' attainment in English is above the national average and is well above that of similar schools and standards have improved at a greater rate than that found nationally. In mathematics pupils' attainment is average when compared with all schools and with similar schools. Standards improved steadily at least at the national rate but dipped in 2001 when over a quarter of pupils failed to achieve the expected standard. Pupils' attainment in science is below the national average and well below that of similar schools. Standards in science have been below average for the last two years and well below average when compared to similar schools. The school sets appropriate and challenging targets for English and mathematics and works hard to achieve them by keeping careful track of pupils' progress. There is very little difference in the results of girls and boys.
5. The inspection findings indicate that by the end of Key Stage 2, standards in English are well above average and are above average in mathematics but are below average in science. The pattern of improvement over the last five years in English was well sustained and rose sharply in mathematics with the exception of the last year when it

dipped slightly. Standards in science followed the national trend from 1997 to 1999 but have steadily declined since then. This is a direct consequence of weaknesses in the teaching, lack of monitoring of teaching and learning, insufficient attention to developing the curriculum, poor assessment procedures and lack of target setting to raise standards in the subject.

6. By the end of Key Stage 2, pupils' attainment in art and design and physical education is in line with national expectations and standards in religious education are in line with the Locally Agreed Syllabus and pupils make satisfactory progress overall in these subjects. Pupils make good progress in information and communication technology and design and technology and attainment is above the nationally expected level. However, because of weaknesses in the curriculum and in the teaching in the Year 6 class, pupils mark time and do not achieve as well as they could in some subjects. Consequently, their level of attainment in geography, history and music by the end of the key stage is below the national expectation.
7. The school's programme of support for pupils with special educational needs is satisfactory. It is effectively organised to identify pupils who need additional help in class. This ensures they make similar progress to that of their classmates. It is particularly effective in the Reception and Year 1 and 2 classes. Arrangements for supporting pupils who have statements of special educational needs are effective and ensure they attain standards which are in line with their prior achievements. In Years 3 to 6 pupils who have individual education plans do not always make adequate progress in meeting their targets. Therefore, their attainment in relation to these targets is, at times, unsatisfactory. Pupils in Reception and Years 1 and 2 who are withdrawn from class to receive additional help with literacy gain increased competence in basic reading, writing and spelling skills, and this helps them make good, and often very good, progress in meeting their individual education plan targets.
8. Overall, since the last inspection there has been good improvement in the pupils' attainment in English, mathematics and information and communication technology. A particular achievement has been the very good improvement in art and design and design and technology. The school responded well to the issues raised in the last report relating to standards in these subjects. However, across the school there has not been enough improvement in science and music. At Key Stage 1, standards have been maintained in geography, history and religious education but have declined in physical education. Standards at the end of Key Stage 2 have declined in geography, history and music.

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

9. Since the last inspection the school has maintained the good standards with regard to pupils' attitudes, values and personal development. The school continues to be a very orderly community where pupils behave well. Most pupils have very good attitudes to school and to their work. Children in the Foundation Stage approach their work excitedly and with great enthusiasm, delighting in the wide range of experiences offered to them. They have very good attitudes to work. This secure foundation enables them to achieve very well in all they do. In Key Stage 1 and 2, pupils of all abilities, including those with special educational needs, show a high level of commitment to their lessons and work diligently to complete the set tasks. During the inspection, pupils consistently displayed good and very good attitudes to learning. They are prepared to discuss their work with adults and most understand that hard work brings suitable rewards.

10. The behaviour of pupils in and around the school is very good, and pupils are often commended for their behaviour when on school trips. Pupils of all ages are polite and respectful. The behaviour of the reception children is very good and they show an increasing awareness of how their actions affect the well-being of others. They form very strong relationships with each other and the adults who work with them. The majority of pupils in Key Stage 1 and Key Stage 2 behave well both at work and at play. They are taught to understand the consequences of their actions and can often explain why they should not behave in a certain way. The pupils' positive response makes a strong contribution to their academic and personal achievement. Teachers very successfully and discreetly apply the behaviour management strategies and the minority of pupils who are not naturally well behaved, respond very well. Nevertheless, in the last year it was necessary for the school to exclude a pupil who repeatedly demonstrated behaviour which was considered unacceptable.
11. Most parents are pleased with the standards of behaviour in school and agree that behaviour is good. Parents believe that the school encourages the pupils to care for each other and to show respect. Parents and pupils agree that bullying is rare and is not tolerated. They believe that the school deals with the occasional incidents very well. Pupils are praised for their honesty, for example, in handing in money found outside. They are also praised for their exemplary behaviour when out on educational visits, such as to the local library or the fire station.
12. Relationships throughout the school are very good. Pupils form good relationships and get on well with one another. During lessons they share resources willingly and sensibly and are co-operative when working in small groups. They are good at taking turns and listen carefully when their classmates are speaking. Pupils demonstrate a confidence in lessons which has been promoted through the raising of pupils' self-esteem by teachers throughout the school. They enjoy the stimulation of adult company and are familiar with the protocols associated with good conversation. Older pupils attending the residential week have benefited from the additional development of their social skills
13. Pupils with special educational needs generally respond very well to their lessons and demonstrate a positive attitude to learning alongside their classmates. Pupils who have any emotional or behavioural problems respond well to the help the school provides in enabling them to come to terms with their difficulties and build meaningful relationships with adults and their classmates.
14. Pupils' personal development is good and central to the school's ethos. Pupils are encouraged to undertake monitorial roles and most are keen to help and willing to take on special responsibilities. For example, pupils willingly act as noise monitors at lunchtime, the older children act as reading partners and also care for the younger children at playtime. There are, however, very few opportunities for pupils to take responsibility for their own learning by, for example, undertaking independent research projects.
15. Attendance is satisfactory. During the last year the rate of attendance was 94%, which is broadly in line with the national average, and has been maintained at this level over a number of years. The rate of unauthorised absence for the same period was above the national average at 1.1%. The attendance rate is influenced by family holidays being taken during term time and by a small number of pupils arriving late after the registers have closed.

## HOW WELL ARE PUPILS TAUGHT?

16. The overall quality of teaching in the school is good. Of the fifty-six lessons observed during the week of inspection, four out of every five were good or better. Over half of the lessons were very good and a few were excellent. Examples of very good teaching were observed at all key stages. No unsatisfactory teaching was observed during the inspection. However, this overview of teaching masks a complex picture in Key Stage 2 where there are some unsatisfactory elements to the teaching.
17. The teaching is better than at the time of the last inspection and there has been a significant improvement in the proportion of good and very good teaching. This consistently strong teaching makes a powerful contribution to the good and frequently very good progress that the pupils make, especially in English and mathematics.
18. The quality of teaching for the children in the Foundation Stage is very good. Teachers, nursery nurses and supporting adults, including a number of parent helpers know the children well and plan a curriculum that gives them the opportunity to develop fully. Teachers have very good knowledge and understanding of the curriculum and ensure that all activities will support and give a good foundation for work in the future. All adults hold high expectations that children will behave well. Children are encouraged to think and listen and work hard at all they are given to do. Due emphasis is placed on the teaching of literacy and numeracy and this helps children make a very good start to their work in Year 1. The paired teaching arrangements and the excellent use of time and support staff enable teachers to observe carefully how well their teaching is promoting learning and encouraging the children to raise their performance. Because the children feel valued and cared for, they enjoy learning.
19. At Key Stage 1, the quality of teaching is very good overall and as a result pupils learn and achieve well. The quality of teaching in English and mathematics, which accounts for over half of the taught time, is very good, as is the teaching of art and design and design and technology. With the exception of music, physical education and religious education, where the teaching is satisfactory, the teaching of other subjects is good. The very good features that characterise much of the teaching are evident in many of the lessons. Teachers and support staff work well together and their planning is thorough. They have high expectations in respect of work and behaviour and the very stimulating learning environment in all the infant classrooms reinforces this. As a result, pupils enjoy the good range of activities provided, are well motivated, fully involved and learn well.
20. At Key Stage 2, the quality of teaching is good overall and is sometimes very good. The teaching of English and mathematics is very good in all classes. The teaching of information and communication technology, and design and technology is good and the teaching of art and design, geography, history, physical education and religious education is satisfactory in most classes. However, there is considerable variability in this key stage. In the Years 3 and 4 classes, which are known as Band 3, the teaching is almost always good and frequently very good. This consistently good teaching enables pupils to achieve well in most subjects. However, in these classes, learning is less effective when timetable arrangements result in a full afternoon being devoted to one particular subject, such as religious education or music. Furthermore, there is some variability between the classes in the amount and quality of the work produced, particularly in history. The most variability is seen in Band 4, which is made up of two classes of mixed Year 5 and Year 6 pupils and one class of Year 6 pupils. The teaching in the mixed age classes is usually good with some very good features. In the single age class the teaching ranges from excellent to unsatisfactory. In this class, the quality



of teaching and learning in English and mathematics is very good but some aspects of teaching in other subjects are unsatisfactory and this leads to pupils making unsatisfactory progress in some subjects, especially science, geography, history and music. In these subjects planning is weak, resulting in aspects of the National Curriculum programmes of study not being taught in sufficient depth.

21. There are weaknesses in the teaching of music in both key stages because teachers lack confidence in the subject and the music curriculum is not well balanced.
22. Support in whole class lessons for pupils with special educational needs is good. It is effective in enabling pupils to participate fully and with confidence in all learning tasks. Learning support staff are particularly effective and make a valuable contribution to the quality of teaching and learning as in lessons with reception aged children. However, teachers in Years 3 to 6 do not always take enough account of pupils' individual education plans to inform their planning or match the work they provide to the pupils' individual needs. Learning support assistants who work with small groups of pupils without direct teacher supervision have high expectations about the quality and standard of work produced by the pupils and provide effective support.
23. Throughout the school, the basic skills of literacy and numeracy are very well taught. The principles of the National Literacy Strategy are used effectively and flexibly to provide a good framework for teaching. Likewise, the Numeracy strategy is implemented effectively and successfully promotes pupils' learning. The school has introduced teaching by ability groups for literacy and numeracy and this is proving to be very effective and is having an increasing impact on the standards achieved in the assessment tests at the end of the key stages. The teaching of reading is given a high priority and reading skills are systematically taught. Pupils quickly acquire a range of strategies to help them to read unfamiliar words. As they move through the school, pupils are encouraged to extend their reading to include information books as well as stories and poems. They are taught to understand how authors structure a plot and develop characters. The weekly visits to the local library ensure that all pupils have access to a very wide range of appropriate books. Pupils who have particular difficulties make very good progress because of the extra support they receive in small groups. A great deal of thought and effort has been put into improving the pupils' writing skills and this has been very successful. Pupils are becoming increasingly competent in organising their writing and in using a good range of imaginative and exciting vocabulary. They are given good opportunities to apply their skills through other subjects, such as art, geography and history. Speaking and listening are effectively developed through well-pitched opportunities for pupils to listen carefully and respond to questions. Teachers ensure that pupils are given opportunities to speak in groups, in front of the class and in assemblies and this ensures that all pupils gain confidence in public speaking and reach a high standard by the time they leave the school. The teaching of mathematics is also given a high priority. The mental element of numeracy lessons is generally brisk, leading to a good improvement in pupils' arithmetic skills and mental agility. Lessons are enjoyable occasions and teachers use a range of interesting strategies to keep pupils' attention focused on learning. At both key stages and in all classes, the basic skills of literacy and numeracy are promoted very effectively within other subjects.
24. The teaching of science at Key Stage 1 is at least satisfactory and frequently good. Although some practical activities are controlled by the teacher, for example, when applying heat to materials, on these occasions teachers are careful to involve all pupils in careful observation. At Key Stage 2, teaching overall is unsatisfactory. Pupils in Years 3 and 4 are generally taught better than those in Years 5 and 6. Teachers build

satisfactorily on pupils' previous learning and provide tasks that enable pupils to develop their scientific understanding as well as their factual knowledge. Pupils are not taught well enough in all Year 5 and 6 classes, particularly in the single age Year 6 class. The work provided for pupils in this class is not sufficiently challenging, nor does it reflect all the National Curriculum programmes of study specified for pupils of this age.

25. Throughout the school a strength of the teaching is the effective way in which teachers monitor and manage pupils' behaviour. The quality of relationships between the pupils and the staff is very good and this helps to create a positive atmosphere for learning. Teachers expect much from pupils both in terms of effort and behaviour and pupils show respect and tolerance for the views, beliefs and opinions of their classmates. Teachers obviously like their pupils, treat them fairly and promote good relationships with them. This is rewarded by the high standards noted in pupils' attitudes to learning and their good standards of behaviour. Teachers effectively promote pupils' personal development. They value pupils' efforts, give help and encouragement and develop very good relationships. However, there is not enough emphasis on developing pupils' independence and opportunities are sometimes missed to allow pupils to show some initiative and take control of their own learning.
26. Teachers have secure subject knowledge of most of the subjects they teach. This is evident in a variety of ways, for example, in the clear and detailed explanations and instructions, the skilful questioning and the subject specific vocabulary that teachers use and promote. This was exemplified very well in a Year 1 and 2 information and communication technology lesson when the teacher gave good, competent explanations about the use of tabulations to pupils when they were transferring survey information gathered in the classroom onto the screen. Another example was observed in a Year 6 mathematics lesson where the teacher accepted pupils' answers and developed them effectively to further illustrate the teaching point about speed relative to distance travelled. Similarly in physical education lessons, good subject knowledge enables teachers to describe specifically how pupils could improve their performance. Teachers demonstrate skills and techniques well in art and design and design and technology lessons and this enables the pupils to achieve good standards in these subjects. Teachers are less secure in the teaching of music.
27. In most classes the lessons are well planned with good detail shared with pupils about the learning objectives and how these are to be achieved. This is effective in setting the scene and ensuring that pupils are clear about the purpose of the lesson and what is required of them. During the course of the lesson and again at the end, teachers often remind pupils of the objective. This is very effective because it keeps pupils focused on their work and gives them an insight into how well they are learning. The plenary sessions at the end are used well to share the work that has been done, correct any misunderstandings during the lesson and to celebrate pupils' achievements. The best planning has good detail about how the work will be modified to suit pupils' differing needs. Group work is organised skilfully enabling some pupils to work independently, thus enabling the teacher to give more intensive support to others. Effective use is made of additional support staff and there is good teaching of small groups and individual pupils with special educational needs.
28. Teachers make effective use of a range of teaching methods. They are successful in striking a balance between creative and imaginative methods and more traditional teaching. For example, in an excellent Year 2 English lesson, there was very good direct teaching of phonic work and sharing of a story and ideas before pupils went on very enthusiastically to write a letter. During practical lessons teachers are constantly

teaching as they move between groups, for example, by questioning, providing further explanations and demonstrating skills.

29. The school has a commitment to providing for equality of opportunity for all pupils. In the main this is achieved although there are some notable exceptions. Most teachers cater well for the needs of pupils with special educational needs or emotional and behavioural difficulties and ensure that they are supported well and enabled to participate fully in the lessons. Teachers work in teams within the mixed age bands and plan well together to ensure that the pupils in the parallel classes receive a similar curriculum. However, the exception to this is with regard to the Year 6 pupils. The school has not given enough thought or consideration to ensuring that all the pupils in Year 6 have equal access to the same curriculum. Those Year 6 pupils in the single age class do not receive the same quality learning opportunities as those in the mixed age classes. For example, during this year, pupils in the single age class have received very little teaching in geography, history, religious education or music. Some of them benefited from an intensive mathematics course at the local high school but not all. This situation needs to be reconsidered.
30. At both key stages, teachers make good use of ongoing assessment, especially in English and mathematics. Well-targeted questions and the effective use of resources such as individual white boards in literacy and numeracy lessons inform teachers about how well pupils' understanding and skills are developing. Teachers often then modify their questions or provide more challenge or opportunity for further practice as required. Teachers provide a great deal of ongoing praise and constructive criticism to help pupils improve their work.
31. However, there are weaknesses in the use of on-going assessment, especially at Key Stage 2. Where the teaching is weakest, some work is not marked at all. In the better teaching where the best marking occurs, good use is made of house points and other incentives and this serves to motivate pupils to try harder.
32. The use of homework varies from band to band. It is used effectively to support the work pupils do in class in Key Stage 1 and lower Key Stage 2. Pupils in Years 5 and 6 receive very little homework. Some classes have a homework diary and some do not. There is no consistency in the provision across the school and is left largely to the discretion of individual teachers.

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

33. The quality of the curriculum is satisfactory overall. In most classes, all subjects of the National Curriculum and religious education are taught over the course of a year, and statutory requirements are met. However, there are some weaknesses in the quality and range of learning opportunities provided for pupils in the single age Year 6 class. This is because insufficient time is allocated to the teaching of science, history, geography, religious education and music and this restricts pupils' learning opportunities. Since the last inspection the school has, justifiably, concentrated on raising standards in English and mathematics as well as improving the areas that were identified as weaknesses at that time. Stronger areas of curriculum planning, such as in the Foundation Stage, and in literacy and numeracy are having a positive effect upon raising standards. Good quality policy documents and schemes of work are now in place for design and technology and art and design and there is a good range of learning opportunities in information and communication technology. These have had a

beneficial impact on pupils' learning. However, little attention has been paid to developing other subjects of the curriculum, particularly science and music.

34. At Key Stage 1, the curriculum is good overall and provides an effective and successful basis for pupils' learning. Planning is thorough and well focused on developing pupils' skills alongside their knowledge and understanding. However, not enough time has been allocated to ensure that all aspects of the scheme of work for physical education and music are covered in sufficient depth. At Key Stage 2 the curricular provision is satisfactory overall with some strengths and some weaknesses. Good learning opportunities in all subjects are presented to all pupils with the exception of pupils in one Year 6 class. In this class the curriculum is not well balanced and it lacks breadth. The stronger aspects of the curriculum at this key stage in all classes are in English, mathematics and design and technology. Across the key stage, provision in science, geography, history and music is unsatisfactory and is particularly poor in the Year 6 class. Long term planning follows the frameworks for the literacy and numeracy strategies. For most other subjects, it is based on the national guidance, such as that published by the Qualifications and Curriculum Authority. It follows a two-year cycle and provides useful support in guiding teachers to manage the curriculum in their mixed aged-group classes. However, the use teachers make of this guidance is inconsistent between classes. For example, in one of the Year 3 and 4 classes, the work is not covered in the same depth as in the parallel classes. Whilst some progress has been made in developing aspects of the curriculum, the school acknowledges that further improvements need to be made to enhance the curricular opportunities offered to pupils, especially in science, geography, history and music.
35. The curriculum for pupils in the Foundation Stage is very good. Provision is very good and well planned to make learning an exciting experience and children enjoy exploring everything that is offered to them with enthusiasm. The programme of work is planned carefully to support the children's progress towards the nationally agreed early learning goals for each area of their learning. Emphasis is placed not only on developing the children's early language and mathematics skills but also on personal and social development. Children follow a structured timetable where groups with similar attainment work with a teacher or independently on focused tasks and at other times children choose from a good variety of structured play opportunities. Activities are suitably practically based and include the appropriate elements of the national strategies for literacy and numeracy, enabling children to learn well. There is a very good balance between teacher direction and the freedom to develop independence and to learn through play. The two Reception classrooms are stimulating and lively. Shared areas for creative activities, including cooking, painting and construction using a wide range of bricks, blocks, 'small world people' and other equipment link the classes and the experiences very effectively.
36. Throughout the school, particular strengths in the curriculum are found in the provision for the teaching of English and mathematics. The good provision for English and mathematics has resulted in high standards at both key stages. The school's successful implementation of the National Numeracy and National Literacy Strategies has contributed to these good achievements. Pupils' literacy and numeracy skills are further enhanced by the planned provision of opportunities for their development in subjects across the curriculum. For example, pupils in Key Stage 1 were involved in using their literacy skills and their numeracy skills to read the recipe, weigh the ingredients and follow the instructions for baking a sponge pudding during a science lesson. Another example was observed in an athletics lesson when pupils' personal performances were timed, measured and recorded. Information and communication technology are also strong features of the curriculum. Another strong feature of the

curriculum is the way in which teachers take opportunities to link aspects of learning across many subjects. For instance, there are well-planned opportunities to link art and design and science into design and technology in Years 5 and 6. On field trips opportunities are taken to relate geography map reading skills to physical education activities through orienteering.

37. The school makes satisfactory curriculum arrangements for the development of pupils' personal, social and health education, which includes aspects of citizenship including the promotion of racial harmony. The school helps to raise pupils' awareness to the dangers of drugs and supports them in learning about sex education through the good liaison of the school nurse at the end of Year 6.
38. The provision for pupils with special educational needs is satisfactory. The school provides a flexible range of support to meet the various needs of individual pupils, the most effective being in the Foundation Stage and Years 1 and 2 where provision is of a consistently high standard. Although all teachers have copies of pupils' individual education plans they are not always used in Years 3 to 6 to effectively plan suitable work to meet the needs of all individuals. Often the targets are unclear and do not contain any success criteria so that pupils and teachers can measure progress and evaluate how well individuals are learning. The school ensures that the provision outlined in pupils' statements is in place and is reviewed annually in line with Code of Practice guidance.
39. The school's provision for the spiritual, moral and social and cultural development of pupils is good overall. Teachers are good at exploiting opportunities as they arise to promote pupils' awareness and understanding and personal development.
40. The provision for pupils' spiritual development is good. It is encouraged through good opportunities to reflect, as pupils consider a range of feelings and views. Pupils study aspects of other belief systems, particularly those relating to Judaism and Hinduism. They develop a good understanding of who they are and how people from other faiths differ in their views and beliefs. Through a planned programme of assemblies, they have opportunities to learn more about moral conduct and how people's actions impact on others. In lessons the spiritual implications of what is taught are given due attention. For example, during story time, Year 1 and 2 pupils talked with compassion about the feelings and emotions of coping with a new baby in the family. Many pupils showed empathy and understanding for those who are older and affected by changes that a new baby may bring to their role in the family. Younger pupils talked animatedly about growing seeds and saplings and were eager to observe growth patterns; similarly it is evident pupils enjoy listening to stories and poems and reflecting on the feelings of characters they encounter. From visits to, for example, a bakery, it is clear that pupils are totally captivated by watching the baking process. Similarly, from pupils' work in information and communication technology, it is evident they are extremely impressed by the quality of the work they produce when using a machine to capture their design ideas for exploring colour and shape. A pupil in Year 6 was totally struck by the splendour of the Tower of London and the river scenes he viewed on the internet, exclaiming "I've never been to London but it looks very exciting". Sometimes, opportunities to enrich these valuable insights are missed because, music, for example, is not explored more fully, and assemblies sometimes lack the opportunity for pupils to reflect more deeply.
41. Provision for pupils' moral development is very good. Pupils of all ages have a very good understanding of the differences between right and wrong, particularly with reference to their own behaviour and the impact of their actions on others. They are

taught well to act responsibly, for example, in getting down to work quickly and independently when they first come into class. They are encouraged to develop personal values that derive from stories that instruct them on caring for each other, and they have regular opportunities to take part in charity events in order to take seriously the role of citizenship and kindness towards others. Teachers provide good role models. They have clear and high expectations of work and behaviour, while being helpful and approachable to pupils and appreciative of the efforts they make. In this context, pupils learn to understand the principles that underpin acceptable behaviour and how to develop a respect for others' needs. The school encourages pupils to think about the difficulties and feelings of others who may be experiencing problems that affect their behaviour.

42. The school's provision for the social development of pupils is also very good. They are encouraged to work harmoniously with others, in pairs or groups, from an early age. Older pupils are encouraged to take care of younger ones and all pupils show consideration for pupils with special needs, ensuring that these friends are given every opportunity to succeed, willing them to answer questions correctly, for example, in mental mathematics tasks. They are given opportunities to exercise responsibility, as monitors or helpers in other situations, for example, helping to supervise play equipment at lunchtimes, and taking care of pupils in younger classes with reading tasks and tidying up. The quality of the relationships between staff and pupils and between the pupils themselves is very good. In most classes, pupils learn to work independently and to help each other when adults are busy. In most lessons, there is a calm working atmosphere in which pupils do their best. Parents appreciate the fact that the school helps their children to become mature, to work hard and to achieve the best they can when good support and guidance is offered. Trips and social events in school, including regular discos, encourage pupils and their parents to regard the school as a place for social occasions. The regular residential visit for the pupils in Year 6 opens out further opportunities for social interactions and fun times which pupils look forward to with great anticipation.
43. The provision for the cultural development of pupils is broadly satisfactory. Since the last inspection, the school has extended the resources available to the pupils to help them broaden their cultural awareness. There is a wide-ranging collection of books and other materials dealing with aspects of their own and some other cultures. In several aspects of the curriculum, such as art and design, pupils get a good exposure to the cultural heritage of some differing societies, for example, the Victorians and Egyptians and people who live in Chembokolli. They learn about aspects of daily life and culture in other parts of the world. Pupils are encouraged to respect other people's values and beliefs. However, more needs to be done to provide pupils with opportunities to further appreciate the rich cultural diversity in this country. They have few opportunities to view such learning through first hand experiences by visiting places that will show them how different communities co-exist outside their immediate locality.
44. The curriculum is well supported through the provision of educational visits, after school activities and through visitors to the school. Parents and past pupils assist teachers in providing a good range of activities outside of lessons. These include sporting and music activities, art and gardening clubs, drama, a writers' club and a computer club. Some of these clubs are open to pupils of all ages. Additionally, cycling proficiency courses are organised, and older pupils are encouraged to take part in the annual residential course at East Barnby. There is a full programme of visits and visitors to the school which enriches pupils' social and cultural experiences, and informs them about the wider community to which they belong. All pupils visit a number of local businesses and services which help them to develop a sense of community

and all of these are linked to study topics. Visits to the church, museums and other places of interest help to provide pupils with an understanding of their area and local culture. Visitors to school have enriched the curriculum by sharing their wartime experiences, providing guidance on safety, and performing music and drama workshops.

45. Pupils and their parents generously support a wide range of charities which helps pupils to understand that there are many groups of people in need of their support. Inter-schools competitions provide pupils with opportunities to share experiences with their peers and football coaching courses help them to develop their skills. There are mature transition arrangements with the high school to which almost all pupils transfer. These include an induction day, subject workshops, and visits with parents. The school welcomes pupils and students undertaking work experience projects, and regularly receives teachers in training to undertake teaching experience. These visitors provide additional opportunities for pupils to experience teaching techniques and to learn about the demands of higher education.

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

46. The school makes good provision for pupils' welfare health and safety. Good attention is given to ensuring that the school is a safe and secure place for pupils to learn. The staff know their pupils well and are alert to their individual, physical and emotional needs.
47. Child protection procedures are good and issues and concerns are monitored and recorded well. The headteacher is the nominated person with overall responsibility. He has received recent training for this role and is supported by the deputy headteacher. Staff have received training in recent years and copies of the school's policy on child protection are available to parents on demand.
48. The health and safety policy is good and followed closely. Risk assessments of the premises are carried out regularly and the findings are submitted to the premises committee of the governing body for resolution. The headteacher and the chair of the premises committee have both received recent relevant training in health and safety, and are introducing further health and safety management techniques.
49. The financial administrator holds a certificate in first aid and ensures that the first aid boxes around the school are kept adequately stocked. Accident records are maintained and letters are sent home with pupils who have received head bumps so that parents can monitor their condition. As there is building work being carried out on the site adjacent to the playground, a representative of the building company came in to school to raise pupils' awareness of the dangers of building sites.
50. Very good procedures and strict routines are followed for monitoring and recording attendance. The school works hard to promote good attendance and to follow up unauthorised attendance and punctuality. Each day a list of absentees is drawn up and brought to the attention of the headteacher for action.
51. Procedures for monitoring and promoting good behaviour are very good and well known to the pupils and parents. A good system of reward and celebration encourages pupils to do their best. It is promoted throughout the school and local businesses support the scheme which provides pupils with a cumulative system of tangible rewards. Procedures for the elimination of oppressive behaviour are very effective and have

contributed to the very good relationships which exist in school. The school is currently undertaking a behaviour development programme which aims to eliminate inappropriate behaviour in younger pupils before it becomes a social concern.

52. There are good arrangements to induct new pupils. There are good opportunities for parents and children to make several visits to the school in the previous term so that they are familiar with the school environment before they start. This enables the children to settle quickly into school routines.
53. There were weaknesses in assessment at the time of the last inspection and these were identified as an issue for the school to address. The school has worked hard to bring about improvements by developing strategies and procedures for assessing and tracking pupils' academic and personal performance as they move through the school. There are now very good procedures for assessing pupils' attainment, tracking pupils' progress and identifying where extra attention needs to be given in English and mathematics. In these subjects, detailed assessment systems using a range of tests and data are in place for all pupils in all classes. The pupils' performance is closely tracked and monitored. From this, individual, group, class and school targets are set. The results of National Tests are analysed and areas, such as writing, are identified for improvement and very effective action is taken. The school's assessment systems in literacy and numeracy are having a very positive impact in raising standards and are helping to identify strengths and weaknesses in teaching and learning. The record of progress in writing with samples of the pupils' work, produced twice yearly over the last two years, has been particularly effective in enabling teachers to identify individual pupils' needs and take appropriate action. In information and communication technology there are good systems to keep track of the pupils' performance and set appropriate targets. In design and technology a portfolio with photographs and examples of pupils' work is very helpful in providing teachers with information about standards and supporting their curriculum planning throughout the school.
54. However, this very good practice does not extend to all subjects. The school recognises that there is still much work to be done and has identified the need to replicate the high quality of literacy and numeracy assessments to other subjects, especially science, where the current procedures for assessment are poor. In other subjects pupils' progress and attainment are monitored informally by class teachers, and subject co-ordinators are trying out various systems of assessment. As yet there are no formal whole school systems that would enable more accurate tracking of pupils' progress.
55. Monitoring and assessment in the Foundation Stage are very good and very good support for children and their individual needs is provided. An appropriate baseline assessment is made when children first join the reception class. Supporting adults track behaviour, attitudes and progress when children are engaged in both whole class and practical activities. As the children complete a task or activity, they discuss their work with the teacher and talk about what they have learnt. As a result of this on-going monitoring and assessment, children with special educational needs are identified quickly. Targeted support is drawn together to ensure learning for these children is effective.
56. There are very effective procedures for monitoring and supporting pupils' personal development. Through the Personal, Social and Health Education programme of study, pupils are provided with advice and guidance on relationships and responsibilities, which support their personal development. Teachers and other adults in school provide encouragement and opportunities for all pupils to do well, and to take responsibility for



their actions. In the infants and in most of the junior classes, pupils set their own personal targets. These relate both to behaviour and various aspects of their schoolwork. However, the way these targets are set, reviewed and recorded varies across the school, particularly in the juniors. The school places a high priority on celebrating pupils' academic and non-academic achievements. This takes place in an assembly every week where individual achievement is recognised and celebrated. The headteacher monitors the presentation of awards and ensures that all pupils receive fair recognition.

57. The school implements satisfactory assessment procedures to identify pupils with special educational needs and comply with the Code of Practice. However, the information is not used effectively or consistently for reviewing the appropriateness of pupils being retained on the school's special educational needs register or deciding what further help they may require. This has resulted in some pupils in Years 3 to 6 being placed on the register indefinitely. This is unsatisfactory.
58. The school meets its statutory requirements as outlined in all pupils' statements of special educational needs. Good links have been established with other agencies to ensure the provision outlined in statements of special educational needs is implemented. Statements and reviews are up to date and specified provision is implemented effectively, including access to additional staffing. The headteacher is responsible for liaising with a wide range of other professionals, parents, carers and other schools. These duties are undertaken diligently as is the organisation of annual review meetings.

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

59. Parents have positive views of the school and its work. Almost all parents responding to the inspection survey agreed that their children like school, that the school expects their children to work hard and achieve their best, and that their children are making good progress. They also believe that teaching is good and that the school is well managed. Some parents feel that their children are not getting the right amount of work to do at home, and that the school could provide a more interesting range of activities outside lessons. A very small number of parents do not feel sufficiently well informed about how their children are getting on and would like the school to work more closely with parents. The vast majority of parents, however, would feel comfortable about approaching the school with questions or a problem.
60. The school has effective links with parents and provides them with suitable information about the life of the school. The prospectus and the governors' annual report to parents provide details of the school's policies and achievements. Weekly newsletters keep parents informed about special events. Little information, however, is provided about study topics and parents are unclear about homework expectations. Annual reports provide satisfactory information for parents about their children's progress. Parents are invited to attend two consultation evenings where they can discuss their children's development, one of which is held in the afternoon, making attendance difficult for working parents. However, parents are also offered consultations at other times convenient to them. Annual reports for children in the reception class are of a very good quality and provide information against the six early learning goals.
61. Parents of pupils with statements of special educational needs are appropriately involved in annual review meetings. They are invited to contribute both in writing and verbally to the discussions about the continuing needs of their children and the

progress they have made since the previous review. However, the school is less efficient in consulting with parents of pupils in Years 3 to 6 with individual education plans, where the tendency is to inform parents rather than involve them in identifying their needs and contributing to setting targets and working to achieve these both at school and at home.

62. A number of parents and friends regularly help in school by listening to children practising their reading, organising clubs, accompanying pupils on visits and when going swimming, and by helping in the classrooms. In this manner, they provide pupils with additional opportunities for learning. During the inspection, four parents and a grandmother accompanied Year 1 and 2 pupils to the fire station which was being studied in contrast to the fire fighting facilities available during the Fire of London. Parents attend the weekly celebration assembly and some parents are pursuing the "Keeping up with the children" information and communication technology course which is held in the computer suite and run in conjunction with Northallerton College. There are plans in place to support this course next term with a skills development programme provided by members of the administration staff.
63. The "Friends of the School" association regularly organises social functions for adults and children and manages the refreshments on sports day. Through the summer fair, fashion evenings and other events, they raise significant funds for the school, which are used to provide additional resources. Recent contributions include information and communication technology software, large play equipment for Foundation Stage children, and part funding of the portable stage boxes.
64. At home, many parents listen to their children practising their reading and reciting their spellings and tables. Pupils in some classes have homework diaries which help parents to know what work is to be done and affords them a direct communication link with the class teacher. However, this is not consistently the case in all classes, particularly at the upper end of the school.
65. Introductory visits to school are planned for parents to come in and see the reception classes in action before their children start school. The Foundation Stage newsletter keeps parents informed of activities and events their children are involved in and parents are regularly encouraged to help with reading and other school activities. The staff are keen to promote parental interest and a number of 'parent helpers' have been supported in becoming classroom assistants and taking on other professional roles. Excellent use is made of visits and visitors to enrich children's awareness of the world in which they live.

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

66. The quality of leadership and management of the school is satisfactory overall and includes a mixture of strengths and shortcomings. A strength of the leadership lies in its success in meeting the school's aims and in securing its values. The headteacher and the staff are successful in promoting a positive ethos and very good attitudes to learning. Values are clearly expressed and promoted well. For example, good behaviour and relationships are successfully managed through the effective implementation of the school's code of conduct. The headteacher, staff and governors work well together to promote the interests of the school and show an appropriate commitment to providing a good quality of education and equality of opportunity. There is clear educational direction for the promotion of high standards, especially in English, mathematics and information and communication technology across the school. All of

these aspects have a strong impact on pupils' willingness to learn and their ability to achieve. At Key Stage 1, standards in reading and writing and mathematics have improved considerably, as have standards in English and mathematics at Key Stage 2.

67. The school has maintained many of the strengths evident at the time of the last inspection and has been successful in dealing with most of the issues raised at that time. For example, the standards have improved in design and technology and in art and design. Very good procedures are in place to assess and track pupils' attainment and progress in English and mathematics. Standards in information and communication technology have risen well because of effective training which has increased teachers' subject knowledge, understanding and awareness of how to develop pupils' capability in this subject across the curriculum.
68. The school has been less successful in addressing the issues concerned with leadership and management. The last inspection reported that the middle managers did not make a significant contribution to the quality of leadership in the school, partly because the headteacher did not delegate responsibilities appropriately. This is still very much the case and there has been only limited progress in resolving this issue. The same hierarchical system of management is still in place and consists of the headteacher, the deputy headteacher and assistant headteacher, team leaders for each band of classes and curriculum co-ordinators. Although the headteacher has moved some way towards delegating tasks there is no clear understanding and shared expectation of responsibility, authority and accountability. The headteacher does not monitor teachers' planning and his monitoring of teaching and learning across the school lacks rigour. Consequently, he was unaware of the weaknesses in the curriculum in Key Stage 2 and of the weaknesses in teaching in Year 6. He aspires to involve all the staff in the cooperative task of improving the school's performance but has not firmly established the structure or systems to bring this about.
69. There is still, as at the time of the last inspection, some lack of clarity about the relationship between team leaders and subject co-ordinators in planning and monitoring the curriculum. The team leaders are responsible for overseeing the provision within the Foundation Stage and within the mixed age classes. They are largely effective in ensuring that colleagues within the bands work co-operatively together. The Foundation Stage co-ordinator leads her team enthusiastically and is very clear about managing provision effectively. All staff have received guidance appropriate to their role within the team and work effectively together. Frequent discussions of children's specific needs ensure that areas for development are identified early, targets drawn up, and support planned to enable those needs to be addressed. This results in a very good curriculum that is broad, balanced and relevant to the needs of all pupils, challenging those capable of working at a high level and supporting, extremely well, those with specific educational needs.
70. The Key Stage 1 team leader is equally successful in ensuring that the curriculum is broad, balanced and relevant. There is a very good team spirit amongst the teachers and classroom assistants and they work well together. In Key Stage 2 the arrangements for team leaders to influence the provision are not as secure. In lower Key Stage 2 the team leader is effective in ensuring that Year 3 and 4 teachers plan together and that pupils in all classes receive equal opportunities, although there is some lack of balance in the curriculum. In upper Key Stage 2 the teachers of the mixed age classes plan together but the teacher with the single age pupils works independently for most of the time. This results in a lack of equality for the pupils in Year 6 and a lack of breadth and balance in the provision for Year 6 pupils.

71. The role of the subject co-ordinators in managing their subjects across the whole school is underdeveloped. Although most co-ordinators, with the exception of science and music, have a clear understanding of how to move their subjects forward, they have not been enabled or empowered to do so. The co-ordination of science, in particular, is poor because not enough attention has been given to identifying the reasons for the declining standards or to promoting the subject. In some instances, for example, in design and technology and information and communication technology, the co-ordinators have been instrumental in raising standards in their subjects. They have been supported well in their tasks by being given time away from their class teaching to enable them to monitor and develop the subject area. There is scope for this to be extended to all co-ordinators so that they can be empowered to influence developments in their subject areas. In the most recent developments in literacy and numeracy the co-ordinators and the local authority advisors successfully monitored teaching and learning in other classes to see what was working well and where there were problems. Good developments have been made in monitoring the outcomes of national tests and this has been developed further by the setting of group and individual targets.
72. There are weaknesses in the way special educational needs provision is managed. At present the provision is managed by the headteacher and two other members of staff with specific responsibility for the infant and junior classes. In spite of the opportunities provided for these individuals to meet together each term there is a lack of consistent management of special educational needs. As a result, no one has a good overview of the quality of provision for this group of pupils, or, indeed, knowledge of how many pupils within the school are recorded on the special educational needs register. There are inadequate opportunities to directly monitor and evaluate the work of colleagues and the use made of individual education plans throughout all subjects of the curriculum. There is a policy for special educational needs which is due for review and there is a named governor with responsibility for this aspect of the school's work. However, the governors have had too little involvement in monitoring the quality of special educational needs provision or devising any criteria for assessing the value of this element of the school's work, or how the school uses the devolved budget for special educational needs. The school provides a good level of resources and staffing to meet the needs of this group of pupils. Support staff are particularly effective in the contribution they make to teaching and learning, especially when they are deployed to support pupils in whole class lessons. The quality of specialist accommodation is satisfactory, but not always used to best effect. The school is in the process of considering alternative management structures to address the weaknesses in the leadership of special educational needs provision. The headteacher is aware of the importance of ensuring that the quality of support received by this group of pupils is of a consistently high quality throughout the whole school.
73. The school is still in the early stages of developing systems to assess its own effectiveness. The strategies established for monitoring the performance of the school vary in their effectiveness. For example, there are very effective arrangements in place for gathering statistical information of test and other data and using this to set targets in English and mathematics. There are less effective arrangements in place for monitoring other aspects of the school's work, such as curriculum development, teachers' planning and the quality of learning across the school. The headteacher is aware of the need to monitor teachers' practice, and performance management targets have been set for all teachers. However, although there are some assessment and moderation systems in place for scrutinising pupils' work, their use is inconsistent and ineffective in strengthening areas, such as standards in Year 6, which are in need of improvement. There is no clear evidence of specific direction being given to the monitoring of the work of the school.

74. Planning for school improvement is unsatisfactory. Although the School Development plan covers all important elements of school life, including the curriculum and premises, and identifies tasks, persons responsible, resources and success criteria, it is not a useful working document or an efficient management tool. At present the School Development Plan consists of a collection of plans representing a range of responsibility areas and all the staff contribute to it. However, there is no whole school plan to indicate how the issues are to be addressed and the priorities are not clear. In addition it does not mention the steps that need to be taken and the timing by which targets will be achieved. Nor does it focus on the most important changes, such as an improvement in standards in science and music, that will make a difference to pupils' progress and achievement. The main weakness in development planning lies in the lack of consistent systems for collecting the necessary information to inform the priorities. The mechanisms for school development planning are in urgent need of attention if school improvement is to be more effective.
75. The governing body is committed to the development of the school. It has a strong chair and several enthusiastic members, who are regular visitors to the school. There is an appropriate committee structure and cycle of meetings. Most governors are well informed about much of the work of the school and several members, including the chair of governors, provide strong personal support to the headteacher, members of staff and the pupils. Meetings are held regularly and the governing body fulfils its statutory responsibilities with care. However, it has not yet fully developed that aspect of its role concerned with holding the school to account by being a 'critical friend'. For example, the governing body relies heavily on the headteacher for information and provides only limited challenge to him. Governors have been slow to make use of national, local and school performance data to evaluate how well the school is doing. For example, the data shows that standards in science have fallen in Year 6 in the last two years to below the national average, but there is little to show that governors have queried why this might be the case. The members of the curriculum committee are fairly new to the role and have not yet been enabled to effectively carry out the responsibilities with regard to the monitoring of the National Curriculum. Consequently, they are unaware that there are deficiencies in the curriculum at Key Stage 2. Governors discuss the School Development Plan with the headteacher but, because of the way the plan is drawn up, they have little input into shaping the direction of the school. As the weaknesses in school's development planning show, the governing body has yet to establish how it can direct the raising of standards.
76. The headteacher is meticulous in accounting for money spent and the school's finances are well managed. Up-to-date information is readily available from the efficient administrator for scrutiny each month by the headteacher. The governors' finance committee satisfactorily monitors spending and has a regular budget statement twice per term for consideration at its meetings. The most recent independent financial audit report stated that "the systems of financial control in the school are good". Projections are included for anticipated costs, such as supply teachers. The school buys in the support of the finance services of the Local Education Authority twice each term to ensure correlation between the two systems.
77. Specific grants are clearly identified and used for their intended purposes. The school has successfully raised £10,000, with matched funding from the Local Education Authority, to provide the computer suite. Further grants have enabled the behaviour management project and provided access to the school for wheelchair users.

78. The governing body's finance committee is very well informed and active in monitoring, evaluating and challenging spending through regular formal and informal discussions. The headteacher and governing body are very aware of and have a good understanding of the principles of best value and are committed to ensuring cost effectiveness in all their decisions on spending. They apply these principles at all levels of expenditure. For example, four quotations were considered for the development of the computer suite and for sourcing the equipment and all prices and service arrangements were fully considered. Costs for office consumable items are checked against standard catalogues, and material specifications are compared when price reductions are available.
79. The school has a satisfactory number of teachers and support staff to meet the demands of the curriculum. There is a continuing programme of in-service training which provides for the professional development of all staff. This plan is based upon the needs of the School Development Plan, national initiatives, professional needs of individual members of staff, and the findings of the headteacher's assessments. Staff disseminate the information gained through presentations to other colleagues, sharing of documentation, and through discussion. Good use is made of the classroom support staff, and the administration staff provide very good support for the headteacher, governing body, parents and pupils.
80. The school has adequate accommodation for the number of pupils. Classrooms are light and airy and the very high quality displays of pupils' work make the school a stimulating and interesting place in which to study. The computer suite is well used by all classes and well equipped with furniture, hardware and software. The hall is well used for assemblies, physical education lessons and for dining, but the storage of stage blocks, physical education equipment and dining tables inhibit the best use of the hall. There are large grassed and hard play areas which are well used for recreation and sports. The hard play area, however, is suffering from superficial defects and needs resurfacing. Whilst overall accommodation for children in the Foundation Stage is very good, the outdoor play area is small and restricts the skill development of the children. In addition to its size, it is littered with natural debris falling from the large boundary trees which is potentially hazardous. It requires some considerable attention in order to be a maximum benefit in this area of children's learning.
81. Learning resources are generally satisfactory. For English, mathematics and information and communication technology resources are good. Most resources are recently purchased and are of good quality. There is, however, a shortage of reading books outside the reading scheme. The Foundation Stage has a very good range and quality of resources. Resources for science and music are unsatisfactory in that they lack quantity, range and quality. During a science lesson in Years 3 and 4, there were only six copies of the text book between 23 pupils.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

**(1) Raise standards in science across the school and particularly at Key Stage 2 by:**

- improving the quality of the planned curriculum and ensuring that the National Curriculum programmes of study are covered in sufficient depth;
- monitoring the quality of teaching and learning to identify and remedy weaknesses where they exist;
- extending the good assessment and tracking procedures already in place in English and mathematics to include science;
- ensuring that the subject co-ordinator is effective in fulfilling the role.

*(paragraphs 5, 20, 33, 34, 54, 71, 125 – 132)*

**(2) Raise standards in geography and history at the end of Key Stage 2 by:**

- ensuring that the National Curriculum programmes of study are covered in sufficient depth;
- ensuring that the scheme of work is implemented consistently and that the planned curriculum is actually delivered in all classes, especially Year 6;
- ensuring that enough time is given to the subject.

*(paragraphs 20, 33, 34, 143 – 148, 149 – 155)*

**(3) Raise standards in music at the end of Key Stage 2 by:**

- ensuring that the National Curriculum is fully covered in all classes;
- ensuring that the subject is taught in all classes for an appropriate amount of time;
- providing better support for non-specialist teachers through a comprehensive scheme of work;
- improving the range of musical instruments.

*(paragraphs 20, 33, 34, 81, 161 – 167)*

**(4) Improve the breadth and balance of the curriculum at Key Stage 2 and particularly in Year 6 by:**

- ensuring that all subjects receive enough time to allow for full coverage of the National Curriculum programmes of study;
- ensuring that all teachers follow the agreed medium term planning and that lessons are actually taught;
- empowering the subject co-ordinators to lead and manage their subjects fully.

*(paragraphs 6, 20, 24, 29, 33, 34, 71, 75, 125, 130, 148, 149, 153, 155, 165)*

**(5) Improve the quality of the leadership and management by:**

- establishing a clear management structure in which all staff know and agree their responsibilities and accountabilities, and have sufficient training and time allocation to enable them to carry them out;
- ensuring that governors receive sufficient information and training to allow them to carry out their responsibilities in strategic planning, and in monitoring and evaluating the development of the school;
- devising a school development plan in which priorities are clearly stated and related to raising standards.

*(paragraphs 68, 69, 74, 75)*

**(6) Improve the quality of the leadership and management of the provision for Special Educational Needs by:**

- establishing a coherent overview of special needs provision across the whole school;
- establishing a firm criteria for the identification of pupils with special educational needs;
- improving the quality and use of Individual education plans at Key Stage 2.

*(paragraphs 22, 38, 57, 72)*

**OTHER MINOR ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL:**

- the arrangements for assessment of pupils' attainment and progress in the foundation subjects *(paragraphs 31, 54, 136, 142, 155)*;
- improve the outdoor play area for the Foundation Stage *(paragraphs 80, 86, 104)*;
- improve the quality of marking in some classes *(paragraphs 31, 123, 147, 154)*;
- clarify the expectations of homework and consider ways it can be used to extend pupils' learning *(paragraphs 32, 60, 64, 124)*.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	25	22	5			
Percentage	7	45	39	9			

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		297
Number of full-time pupils known to be eligible for free school meals		33

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		58

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	18
Pupils who left the school other than at the usual time of leaving	13

### Attendance

Authorised absence

%
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Unauthorised absence

%
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School data	4.9
National comparative data	5.6

School data	1.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	28	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	16
	Girls	25	25	25
	Total	39	40	41
Percentage of pupils at NC level 2 or above	School	89 (72)	91 (82)	93 (85)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	16
	Girls	25	26	25
	Total	39	42	41
Percentage of pupils at NC level 2 or above	School	89 (77)	95 (85)	93 (85)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	19	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	13	16
	Girls	16	13	17
	Total	33	26	33
Percentage of pupils at NC level 4 or above	School	83 (83)	65 (83)	83 (86)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	15	17
	Girls	16	15	17
	Total	34	30	34
Percentage of pupils at NC level 4 or above	School	85 (81)	75 (85)	85 (88)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	257
Any other minority ethnic group	

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	25
Average class size	27

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

Total number of education support staff	8
Total aggregate hours worked per week	68

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

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

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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.*

### **Financial information**

Financial year	2001-2002
	£
Total income	603832
Total expenditure	598307
Expenditure per pupil	2028
Balance brought forward from previous year	61621
Balance carried forward to next year	67146

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	297
Number of questionnaires returned	46

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	26	7	0	0
My child is making good progress in school.	63	33	4	0	0
Behaviour in the school is good.	50	43	2	0	5
My child gets the right amount of work to do at home.	28	59	4	7	2
The teaching is good.	72	26	0	0	2
I am kept well informed about how my child is getting on.	50	44	4	2	0
I would feel comfortable about approaching the school with questions or a problem.	74	24	2	0	0
The school expects my child to work hard and achieve his or her best.	68	30	2	0	0
The school works closely with parents.	48	46	4	2	0
The school is well led and managed.	57	33	7	0	3
The school is helping my child become mature and responsible.	59	35	0	0	6
The school provides an interesting range of activities outside lessons.	28	44	11	4	13

## **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**

82. The high quality provision, including very good teaching that is made for the children in the Foundation Stage supports their very good progress and enables them to achieve well. The last inspection reported that the quality of planning and provision for the under fives was very good. Since then much work has been done to improve the provision even further. The programme of work is planned carefully to support the children's progress towards the nationally agreed Early Learning Goals. Activities are well planned and focus clearly on providing good quality, interesting and practical learning experiences. Emphasis is placed not only on developing children's early language and mathematical skills but also on promoting their personal, social and emotional development.
83. The good teamwork between the teachers, the classroom assistants and voluntary helpers provides a calm and productive atmosphere where children are well on task and enjoy their activities. This promotes very good learning through practical experiences.
84. Children enter the school in September at the age of four years. Before entry, parents and children make visits to the school, meet and spend time with the Foundation Stage teachers and experience some of the activities and working practices that will support their learning. Flexibility is there to gently induct children into school routines because initially children are part-time until they are fully settled. A good number have no pre-school experience.
85. At the time of the inspection, there were 38 children attending the Reception classes. Most children have had some pre-school experience, although, in most cases, this is limited to one half day per week. On entry to the Reception class, the attainment of the majority of children is below that expected for their age and below the local average, particularly in language and communication and mathematical skills. However, there is a wide range of ability and the levels of attainment range from well below to above expectations. Children's individual needs are sensitively identified and diligently addressed through a very good range of learning experiences and discrete support. Particularly effective is the provision for their personal and social development, communication and language development, mathematical development and their knowledge and understanding of the world. Very good teaching and a curriculum that is enriched by a range of visits and visitors enables children to settle quickly and make very good progress in all areas of their learning. Most children confidently achieve the early learning goals by the time they start in Year 1 and a significant minority exceed them.
86. The children are taught in two bright spacious classrooms with ample shared areas for creative activities including cooking, painting, building bricks and blocks, 'small world people', water and sand. The classroom is clean with vibrant and useful displays and resources are generally sufficient and very accessible. There is direct access to the outdoor play area which is spacious. However, at present this is not well laid out to give children sufficient quality space to exercise on wheeled-toys or utilise the space effectively in poor weather. The large trees and walled flowerbeds restrict effective use of the space and are hazardous in bad weather. Resources are regularly supplemented with new purchases to maximise the quality of provision in each area of the curriculum as necessary. Staff have received full training in the implementation of

the Foundation Stage curriculum as well as in the introduction of the national literacy and numeracy strategies for younger pupils.

87. The Foundation Stage co-ordinator provides very effective leadership to the Reception team. All staff receive guidance appropriate to their role within the team, plan carefully and work effectively together. Clear records are kept of children's progress, building up into a helpful development profile for each child. Frequent discussions of children's specific needs ensure that areas for development are identified early and targets drawn up and support planned to enable those needs to be addressed. As a result of this continual monitoring and assessment, children with special educational needs are identified quickly. Targeted support is drawn together to ensure learning for these children is very good.

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

88. Teaching and learning in this area are very good. Staff place an important emphasis on children's personal, social and emotional development and this, along with developing good communication skills and a greater awareness of the world, underpins all the work in the Reception classes. As a result of the very good teaching, which is planned to meet the needs of children of all abilities, their progress is very good. Most children develop well and grow into confident, mature and considerate young people. By the time children begin Year 1, most are achieving the early learning goals and many attain beyond the expected level.
89. Teachers and support staff work together consistently, setting good role models for kind supportive behaviour. In a very positive learning atmosphere, children develop a very good sense of respect, understanding and the recognition and appreciation of people's differences. They are taught to recognise the positive features in their character and build on these to become helpful members of the class. The classrooms are well organised and the children learn simple routines and rules for working and playing together. This helps the children to settle quickly into class routines and develops a sense of belonging to the school community. They are taught to share, to take turns and to walk sensibly as they move to different parts of the school. They listen attentively to each other and share toys and equipment with each other sensibly. Children develop skills of independence and are encouraged to accept appropriate responsibilities, including making choices about aspects of their work and tidying away.
90. Children are developing a positive attitude to their work and behaviour is good. Social development is constantly promoted and children demonstrate well their increasing ability to listen to each other with courtesy and respect. They clearly enjoy their work and co-operate happily with each other and take advice and support from all the adults that help them learn. Staff constantly re-enforce good habits, for example, putting up hands to answer questions or make a comment. Independence is encouraged as children change for physical activities and they demonstrate the ability to dress and undress independently although help is at hand if they should need it. Most children are competent at managing their own personal hygiene.
91. Good attention is given to planning activities that promote emotional, moral, spiritual and social development and to enabling children to learn about relationships. Their work on change and growth, as shown in the collection of their family photographs, enables them to see positive family relationships and how important it is to think of others. In a story session, children were asked to reflect on the feelings of some of the characters, and when playing at being 'firemen' they considered how it might feel to be trapped and alone, along with thinking about fire safety. Sometimes, when activities are too taxing,



for example, the very long but not very interactive whole school assemblies, a few children become distracted and find it hard to concentrate. However, they are full of pride when presented with certificates recognising their hard work and achievements, clearly understanding such success is valued.

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

92. The development of children's communication, language and literacy skills is very good. Children make very good progress and by the end of the Foundation Stage most reach standards in line with those expected for children of this age and successfully move into work at Year 1 level. Children know that pictures and print convey meaning. They love books and enjoy being read to, be it a story, a poem or information material. Stories are a regular feature of the day and large print books are used well to focus children's attention on the text. For example, children sat open mouthed as they listened animatedly to the sequence of animals that leapt into the water in a book that the teacher read extremely vividly. At each relevant point she encouraged children to think about the next event and children eagerly offered their views and ideas, clearly involved in the text. A lengthy pause, where three full stops held children's attention, one child correctly noted that there were too many full stops to indicate the end of a sentence. There is a strong emphasis on the enjoyment of reading. As well as reasoning skills and the beginning of debating skills for later in the school, children are encouraged to read for pleasure and information. Books are sent home regularly, and parents are provided with good information about how they can support their children's learning through the use of phonic cards and games.
93. The teachers use the National Literacy Strategy very well to meet the developing needs of these young readers. Because the teaching is lively and enthusiastic, children are helped to listen effectively. The formal teaching of 'jolly phonics' with the sounding of the phonemes, the identification of syllables and matching handwriting skills to their phonic work, encourage children to consolidate and develop their early writing skills well. By the end of the Reception Year, children write accurately constructed sentences with due regard to tense and sense, using capital letters and full stops, and a few even begin to recognise the meaning of question marks and speech marks. All staff use precise and clear diction to assist children's speech and encourage them to reply in clear sentences, a skill which children take forward into their writing.
94. From their earliest days in the school, children are encouraged to join in discussions and to give their opinions. They are involved well in class discussion and informal talk is encouraged when children are involved with independent activities and especially in 'role-play' activities. In most instances adults support groups of children well, so time is given to every child to talk and be listened to. For example, when children investigate growth and plants they do so by asking questions, and talking about what they have observed elsewhere. During a literacy session, one class shared the class reading book 'Splash' and children identified the author and illustrator. They have used this learning to write their own 'books' using information and communication technology programs effectively. The vocabulary of different curriculum areas is reinforced, for example, in mathematics – 'add, double, share, along with the number patterns and shapes' effectively.

### **Mathematical development**

95. The provision for children's mathematical development is very good. The children make very good progress and all are on line to meet the goals set at the end of the Foundation Stage and a small number are well into National Curriculum Level 1 work.

Teaching is very good and activities are carefully planned to ensure the key number skills are developed effectively. For those children who are less secure about number when entering the school, teachers identify quickly the help that is required to meet these children's needs. Songs and rhymes are used well to reinforce the children's familiarity with number, so not only are all children able to count back from 10, a good number do so from 20 and a few from even higher. Children identify a number position in a number line by the shape of the number and the higher attaining children identify missing numbers by sight as well as counting up to that position. They are less secure about reversing this procedure. Children are aware of number operations such as addition by counting on from the higher of two numbers as well as doubling of numbers fewer than 10. Through well planned practical work children's numeracy and mathematical skills are well promoted. For example, children can compare quantities of sand or water and describe containers as being "full", "empty" or "heavier". In comparing groups of objects they show a developing understanding of the mathematical concept of "more than" and "fewer than". When making models using 'play-doh' and other materials they apply the correct vocabulary, for example, "bigger and smaller". They match colours and shapes and most reliably recognise and correctly name the basic shapes such as square, circle and triangle.

96. There are well planned opportunities to develop the children's mathematical skills not only in the specific mathematics lesson but in other areas. Activities are clearly explained and every opportunity is taken to consolidate the language of mathematics to promote understanding.

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

97. The children make very good progress in developing their knowledge and understanding of the world. Most children meet the goals set for the end of the Foundation Stage. Teaching is very good and adults provide exciting activities which focus in particular on developing the basic skills of investigating and researching. During the inspection children explored, with fascination and delight, how magnets work. A few concluded with great accuracy that not all metals are magnetic, and magnets still work when enclosed in plastics that are not magnetic. The 'magic' of repulsion and attraction totally engaged their interest for a long period. Teachers provide many opportunities for children to explore the natural and manufactured world in the development of their scientific skills. For example, at the time of the inspection, a group of children were investigating living and growing by planting seeds and cuttings and watching them grow, awed by the speed at which some grew. They explained how cuttings had been taken and how saplings were planted from outside into pots and why they were to be transferred outside when suitably established. This level of logical reasoning is impressive, showing children not only learn facts but also are expected to explain their learning effectively. A visit to a bakery showed them how materials change when mixed and heated, and the time they spent watching packaging techniques, gave them opportunity to consider why hygiene is important as they designed the packaging for their own sandwiches. Children know that to keep healthy they must clean their teeth, wash their hands after visits to the toilet, before meals and especially before cooking.
98. The world of work is explored well through visits and visitors from the emergency services who are regularly invited into the classroom. In the role-play area, a 'Kwik Fit garage', children dressed in high quality overalls, diligently follow work schedules and painstakingly 'mend cars and tyres' lying under the toy vehicles for lengthy periods as they apply tools to 'screws and bolts'. At one stage a child dropped a tool box and clearly knew what language a fitter might have used at this point!

99. Children have a developing sense of history and are becoming aware of time passing. Teachers provide very good opportunities for children to gain first hand experiences of the way people used to live through a range of visits and visitors. For example, a visit to the prestigious ' Betty's Tea Rooms' clearly was a highly prized social occasion but also gave all children an exciting glimpse of 'posh' surroundings, and traditional costumes in the Victorian style. Through their collection of photographs and family research, they learn that babies grow up and change in size and shape and are able to do more for themselves as they become children and then adults. They learn about relationships within their families and that grandparents are older than their parents.
100. Teaching has a clear focus on enabling children to learn how to use tools and equipment correctly and safely. Children develop their design and making skills well and become competent in using scissors, hole punches and screw drivers, as they learn to cut and join. Children have access to a range of building blocks, interlocking plastic bricks and other construction toys and they use these in a imaginative way. Computer tasks are a highlight of the week and children apply learning with confidence and independence. They are helped to handle the mouse with increasing dexterity as they select items on the screen. Their use of paint programs shows that because of their keen interest, they achieve well, producing accurate shapes and applying a range of tools to enhance their work.
101. When introduced to new learning, they listen well, and are confident to 'have a go' when feeling insecure about their success. Teachers are quick to note any child who is hesitant and take time to support them as sensitively as necessary.

### **Physical development**

102. Children make very good progress in this aspect of their learning and by the end of the reception year almost all of the children achieve the early learning goals expected for their age. Activities are well planned to promote physical development and the teaching is very good. Skills are taught enthusiastically and teachers ensure learning is challenging and fun. Children develop their physical skills indoors as well as during outdoor activities and are well co-ordinated and agile.
103. In the classrooms, children have access to, and use proficiently, a wide range of tools such as pencils, crayons, scissors and glue, to write, and to make pictures and models. Children manipulate the mouse and keyboard of a computer carefully to control programs and complete jigsaws and other puzzles and games with well-developed fine motor skills. Children use pencils well to draw close observational drawings of the seeds, flowers and fruits they have looked at. They apply brushes with dexterity when painting, for example, the rich shades of colour they identify in aboriginal art. They use a range of construction equipment, fitting blocks together to make a building out of Lego and other construction equipment.
104. The children have only limited opportunity to use large equipment outdoors because of the poor lay-out of the outdoor area and their progress in using wheeled-toys is restricted. In winter this space is not a useful learning area because of the fallen leaves and lack of covered shelter. However, the children have regular lessons in the hall to improve control and co-ordination. Weekly games, dance and gymnastics lessons are well structured and include an appropriate warm up activity before vigorous exercise. Children develop the eye/hand co-ordination necessary for team games, for example, throwing and catching a range of small equipment such as beanbags and balls. They climb and balance on equipment safely in their gymnastic work. The children move

easily around the various areas of the classroom with a good sense of awareness of space.

### **Creative development**

105. Very good teaching and a wide range of well focused activities enable children to achieve very well and attain the early learning goals by the end of the reception year, and a good majority of children attain beyond the expected level. An extensive range of opportunities is provided for children to develop their creative skills, make connections between all areas of their learning and extend their understanding. They are provided with good opportunities to explore colour and texture, shape and form. They make close observational drawings, for example of mini-beasts and take this theme through to work in information and communication technology and other creative tasks They manipulate malleable materials and by pulling, twisting, coiling and rolling play dough design colourful models of the mini-beasts. They are taught to hold brushes correctly and apply paint to paper with confidence, accuracy and good awareness of shape, pattern and colour. They experiment and mix a range of colours. The 'cold colour' pictures, for example, show how children have carefully applied shades and hues in good combinations to create some pleasing effects. Collages are made using a range of papers, cards, glittery materials and plastics and different joins including glues, staples, tapes and pins to construct effective images.
106. In music activities children move rhythmically and perform actions to a range of songs and rhymes. They know the words and tunes to many songs and sing them tunefully and with enthusiasm. They understand how 'shakers work' and have explored a range of 'noise-making' materials to create loud and soft sounds.
107. The imaginative aspect of play is well developed through regular changes in the use of the role-play area which is currently a garage. They imagine that they are 'mechanics' and handle 'job sheets' with great seriousness, shepherding customers to waiting areas where they offer them cups of tea!
108. The adults support and enhance children's learning by taking a full part in their play activities, developing children's imaginative skills alongside their learning in many other areas. In all their work, children concentrate hard and make very good progress in developing their creative skills.

### **ENGLISH**

109. The results of National Curriculum tests in 2001 show that, by the end of Year 6, standards are above average, when compared to all schools and well above average when compared to schools with pupils from similar backgrounds. Test results from the previous three years show a rising improvement each year. Inspection findings show that standards are continuing to improve and the attainment of the current Year 6 is well above the national average. Throughout key Stage 2, all pupils make very good progress. This is because of the very good quality teaching they receive and the way in which literacy is incorporated into all subjects. Also, the way pupils are placed into ability sets enables teachers to target work very accurately. Assessment has improved considerably since the previous inspection. This also means that pupils' progress is carefully tracked and targets can be set for each pupil. Pupils with special educational needs also make very good progress because of way they are taught in ability sets and because of the good support from classroom assistants. There is no significant difference in the attainment of boys and girls.

110. The tests in 2001 for pupils at the end of Key Stage 1 show that attainment in reading is above average nationally and well above average when compared to similar schools. Results in writing show that standards are well above average both nationally and when compared to similar schools. Over the last two years there has been a significant improvement in reading and a particularly marked improvement in writing. This is because of the consistently high standard of teaching throughout the infants, excellent tracking and monitoring of pupils' progress and very good links with other subjects that give pupils many opportunities to develop a wide range of writing. Inspection findings show that these high standards have been maintained in the present Year 2, where all pupils including those who have special educational needs have made very good progress. This has resulted in a very high number of pupils, almost one third of the present Year 2 pupils, achieving at well above average standards in writing. As in Key Stage 2, the pupils are taught in ability sets and this has also greatly contributed to this very good progress. All this shows a good improvement since the most recent inspection.
111. The pupils achieve very well in speaking and listening and standards are above average by the end of Year 6. All pupils throughout the school make very good progress in this area of literacy. They benefit from opportunities to perform in front of others and display a good level of confidence when they speak. They use good vocabulary, and express their ideas confidently and clearly. For example, the confident and proud way in which Year 2 pupils read out their letters from the baby owl 'Blink' to his friend 'Snowy' full of excitement that he has just flown 'through the dark forbidding forest.' The pupils' good listening skills stand them in good stead when they are learning how to read and spell words from the sounds the letters make. Year 3 pupils are confident to read aloud and recite the poems they have learnt by heart. Older pupils have opportunities through their work in drama, when studying 'Macbeth' and 'A Midsummer Night's Dream', to further develop their speaking and listening skills. Teachers ensure that every opportunity is taken to speak in groups, in front of the class and in assemblies and this ensures that all pupils gain confidence in public speaking and reach a high standard by the time they leave the school.
112. The pupils' reading is above average by the end of key Stage 1. All pupils make very good progress in developing an understanding of the way in which letters, and groups of letters, represent sounds. Pupils know that they have to "read on to see if the sentence makes sense" when they guess a word. They have very good strategies for breaking down words and can use this method to, for example, spell 'wriggled, hovered and soared.' Pupils read a wide range of texts that includes information books as well as stories and poems. They have a very good understanding of how authors structure a plot and develop characters. The regular weekly visits to the well-resourced local library ensure that all pupils have access to a very wide range of appropriate books. Pupils who have particular difficulties make very good progress because of the extra support they receive in small groups. All pupils read regularly to the teacher, the classroom assistant or their reading 'Buddy' who is an older child, and this reading is recorded, tracked and monitored. A minority of pupils take home their reading books and receive good support from their parents, which builds on the very good progress they make in school.
113. By the end of Key Stage 2, attainment in reading is well above the national average and a high proportion of the pupils read at the higher levels. All pupils have made very good progress in their reading because of the priority the school gives to the development of reading skills. Pupils who have special needs make particularly good progress because of the additional help and encouragement they receive. For example, a Year 3 pupil was

very clearly and sensitively taught by his 'Reading Buddy,' how to read the word 'Nobody' by encouragement to identify the initial letter and then break the word down. In Year 6 there is a high proportion of pupils who have well above average reading levels. They often bring in their own books to read and are able to discuss their preferences for particular authors, such as RL Stine, JK Rowling, Jaqueline Wilson, and Roald Dahl. Visits by Jaqueline Wilson, Jess Walsh and Gervase Finn to a local bookshop have encouraged pupils to take an interest in their work. Also the celebration of 'World Book Day' and 'National Poetry Day' highlight various authors and poets and encourage the pupils to widen their range of reading. They give detailed explanations of why, for example, they prefer one author to another and describe which characters particularly appeal to them in a mature way. The school has a central library with a reasonable stock of reference books, but the amount of good challenging fiction books is limited and so the regular use of the local library is particularly beneficial to pupils in both key stages.

114. By the end of Key Stage 1, the pupils attain particularly high standards in writing and all pupils make very good progress in their writing. Younger pupils form most letters correctly and spell many common words accurately. By the end of Year 2, most of the pupils have good standards of spelling and handwriting. They compose interesting sequences of sentences in longer pieces of work. They are particularly successful at using a good range of imaginative and exciting vocabulary. For example they write 'The sun slipped behind the hills' when writing captions to describe some very high standard work in art. The very stimulating learning environment in all the infant classrooms reinforces this. Phrases using metaphorical expression and imagery taken from various stories such as 'the grey dusk deepened' or 'the crystal pale clear moon crept over the horizon' are discussed at length. They are then imaginatively displayed and used as excellent resources, which the pupils model in their own writing. The most able pupils write pieces of narrative with interesting vocabulary and make appropriate use of character, setting, narrative and dialogue. Teachers are skilful in providing a wide range of opportunities for pupils to apply their writing skills for different purposes, such as analysing the character of Charles the Second or giving factual accounts of Florence Nightingale's life. Pupils describe, in the diary style of Samuel Pepys, how the Great Fire of London started. They compose advertisements to encourage tourists to come to Mexico - 'Be dazzled by our beautiful warm blue seas.' The presentation of work in their books is excellent and all pupils show very good progress in their handwriting.
115. The standards attained by pupils in writing by the end of Key Stage 2 are well above average. Throughout the juniors the standard of writing is high and often very high. This is because of the breadth of the curriculum and the way writing for a particular audience and purpose is so effectively integrated into every other subject. Year 3 and 4 pupils write interesting character descriptions of 'Gran' after reading a Rap Poem. They plan dream sequences as part of their work in art. They write clear descriptions of how the cam mechanisms of their marionettes work. They write very good accounts of how World War 2 affected Northallerton and after a talk by a local resident give descriptive accounts of how a bomb just missed a school during the war. In Year 5 there are very good links with geography when the pupils write about the regions and cities of India. The pupils produce good persuasive writing in response to modern authors such as Michael Morpurgo. In Year 6 pupils present arguments for and against a six-term school year. They compose well written letters of complaint to the building contractors who have fenced off their playground. They produce a very good range of stories using strong plot, interesting characters and imaginative writing. In every classroom the standard and range of literacy work is very high. Standards of grammar, spelling and handwriting are high. Poetry is a strong part of the curriculum. Pupils enjoy learning and

reciting their favourite poems. Year 3 pupils compose amusing rhymes after studying 'What I Like' by Margaret Mahy.

116. The quality of teaching in English throughout the school is very good. The teachers in key Stage 1 work particularly effectively together; especially in the way they plan work as a team and ensure all pupils benefit from their very considerable combined expertise. In Key Stage 2, especially in Year 6, teachers work more independently, but right across the school expectations are very high. Teachers use explanation and discussion very effectively and establish very good relationships with the pupils. All teachers plan literacy lessons well and make very good use of learning resources. In Key Stage 1, the planning is extremely well done. Management of pupils is very good in all classes. The improved assessment systems ensure that all teachers have a very clear understanding of their pupils' abilities and target work appropriately. The support that pupils who have particular learning difficulties, receive is very effective in both key stages. Throughout the infants and in most junior classes, pupils have individual targets but this is not the case in every class. The quality of the presentation of work in the pupils' books is also not consistent across the school. Generally standards are very high, especially so in the Key Stage 1 and lower key Stage 2. However, in the single age Year 6 class, there are insufficiently high expectations regarding the way work is presented.
117. The subject is very well led and managed. The English co-ordinator has a very good understanding of the strengths and weaknesses of how English is taught across the school. She has worked very hard to introduce many initiatives such as improvements in writing, setting group targets, ensuring consistency in assessment and increasing staff expertise with a wide range of appropriate training. The very directed way, in which writing is now being taught, with teachers clearly demonstrating writing techniques, all pupils contributing their ideas and a class piece of writing being composed which the pupils are able to use as a model for their individual piece of work, has had a major impact on improving pupils' writing across the school. Formal lesson observations have been used to support and improve the teaching of literacy. However when areas for improvement have been identified, the co-ordinator is not always able to implement appropriate action because some class teachers and senior members of staff are reluctant to accept her advice and guidance. Her role as subject leader requires strengthening.

## MATHEMATICS

118. The end of Key Stage 1 National Curriculum test results for 2001 show that standards are above the national average and above average in comparison to similar schools. The end of Key Stage 2 National Curriculum test results for 2001 show that standards are in line with the national average and close to the average of similar schools. The inspection findings indicate that pupils' attainment at the end of Key Stage 1 is well above average and is above average by the end of Key Stage 2. In both key stages standards are rising and show an improvement on the standards achieved in the most recently published results. Standards have improved since the last inspection.
119. Over the last two years the school has successfully raised the profile of mathematics. Since then, the greater emphasis placed upon it has resulted in the improved standards. The subject has benefited by good training provision for teachers, both internally and through the support provided from officers of the Local Education Authority. As a result, teachers have become more confident and informed on how to teach mathematics effectively through the National Numeracy Strategy. The strategy itself is firmly embedded and teachers make good use of opportunities in lessons to develop pupils' numeracy skills in most subjects. For example in history there is effective use of time lines; in geography, pupils use co-ordinates, and in design and technology pupils apply their numeracy skills well when measuring and when designing and making. The school's arrangements for setting pupils into ability groups, are also a contributory factor to raising standards. Increased spending on teaching resources, means that the school now has a good range of accessible, quality materials to support learning in classrooms.
120. The progress pupils make in Key Stage 1 is very good. Pupils in Key Stage 2 are now benefiting from the focused attention given to the subject's development and their overall rate of progress is good. Teachers work hard to ensure that all pupils are fully included in all aspects of learning. Subsequently, those pupils with special educational needs make progress at a similar rate to other pupils.
121. By the end of Key Stage 1, pupils have a very good grasp of number. They are very familiar with number bonds to 100 and display very good skills in recalling number facts involving 2,3,4, 5 and 6 times tables. They can count on in 10's from any given number and apply their knowledge readily in computation when using addition, subtraction, multiplication and division with confidence. Pupils use these skills in solving problems, such as finding the cost of two or three articles and finding the change from up to one pound. They use their knowledge of division, when sharing among 2, 3 or 4 people. Pupils readily recall a wide number of regular 2-dimensional shapes and speak about the number of sides and corners they have. They can identify fractions of a circle or square and know how to draw "the other half" of a shape to reflect its symmetry. On 3D shapes such as triangular prisms, spheres, cuboids and cones, they can identify the number of faces and edges they have and identify them from a spoken description. Pupils readily tell the time to a quarter of an hour and they can measure in standard measures such as metres, centimetres, litres and half litres.
122. By the end of Key Stage 2, pupils' knowledge, understanding and application of mathematics is good, particularly for the higher attaining pupils, who are able to combine several processes into solving real life problems. A good example of this was in Year 6, when pupils used "pi" to calculate the circumference of various circles and used the information when investigating the ratio between speed, distance and the size of wheel. Their mental agility is very good and they are acquiring a range of strategies to arrive quickly at answers. They clearly understand percentages, being able to



calculate 17.5% of 30,50 and 200 and make the connection with percentages to fractions and decimals. They have good opportunities to draw and measure angles and use their knowledge to calculate the third angle of an isosceles, scalene, obtuse or equilateral triangle when given the other two angles. Their knowledge of data handling and its use in making graphs is very secure, so that they can choose whether to use pie charts, block graphs or conversion graphs to provide information in the most efficient and effective manner. Pupils use graded measures such as millimetres, milligrams and millilitres and appropriately convert them to the next grade of quantity as required.

123. The overall quality of teaching is very good. In Key Stage 1, teaching is of a consistently very high standard. Teaching in Key Stage 2 is generally good and during the inspection there was one example of outstanding teaching. Very good relationships have been established between teachers and pupils, so that behaviour is generally very good. Through this, their very good classroom management, and effective use of resources, teachers have established an environment conducive to effective learning. Lessons are well planned, particularly in Key Stage 1 where teachers regularly make very good work sheets which cover the curriculum well and which are well matched to the needs of pupils of different attainment. They offer high challenge and the pupils' good response leads to the very good progress pupils make. High challenge is also provided in Key Stage 2. Lessons are well paced and teachers often lead pupils to achieve through small steps of increasing difficulty. Outstanding teaching was observed in Year 6 when answers to demanding mental arithmetic problems were sought to many aspects of number and which fully explored and extended pupils' previous learning. The teacher's provision of a very stimulating topic then absorbed and extended the pupils in the practical application of their knowledge in an interesting investigation. Sometimes the quality of marking in Key Stage 2 is not in line with the school's policy and valuable opportunities to develop pupils' knowledge and understanding and help them to improve are missed. Mathematics is effectively supported through information and communication technology in the computer suite, although the computers in the classrooms are not always used to best advantage. Teaching of pupils with special educational needs matches that of other pupils. However, it is particularly good where there is specialist help available.
124. The management of the subject is good. Two subject leaders share responsibility for the management of mathematics throughout the school. They monitor teachers' planning to ensure that the curriculum offered to pupils is continuous and progressive as they move through the school. Other arrangements are in place so that from time to time teachers are monitored in lessons. From this teachers receive support and encouragement, as well as receiving constructive guidance where required. The school's good assessment procedures are extremely comprehensive. Annual standardised tests are administered from the age of seven, as well as regular testing throughout the year against pupils' progress in the classroom. This information about pupils' progress as they move through the school is carefully recorded. However, little use has been made of it in setting targets for groups or individual pupils, to help them reach the next stage of their development more rapidly. Additional information from the assessment procedures highlights areas of strength or weakness in pupils' learning. The weaknesses are then addressed as areas for improvement in curriculum planning. Homework is often effectively used as a tool for practising at home the skills pupils have learned in school but this is inconsistent and varies from class to class.

## SCIENCE

125. The results of the National Curriculum tests in 2001 show that, by the end of Key Stage 2, standards are below the national average. Standards are well below average when compared to schools with similar characteristics. Inspection findings indicate that the attainment of the pupils currently in Year 6 is below the nationally expected level. Since the time of the last inspection, the standards that pupils attain by the end of Year 6 have declined, and pupils no longer make good progress. Pupils of all levels of ability, including those with special educational needs are not making sufficient progress as they move through the key stage. This is because of shortcomings in the planned curriculum, which results in pupils' knowledge, skills and understanding not being progressively built upon. Other weaknesses which are impeding pupils' progress are a lack of adequate learning resources, too little use of information and communication technology and a failure to ensure all pupils of a similar age are provided with the same learning opportunities. Poor progress has been made in improving science standards, which have been significantly weaker than those pupils achieve in English and mathematics for several years.
126. On the basis of teacher assessment at the end of Key Stage 1 in 2001, standards are in line with national expectations. Standards have been maintained at this level since the last inspection. Within Key Stage 1, the quality of teaching is good and learning opportunities are varied, stimulating and innovative, therefore pupils make good progress. More able pupils achieve higher standards of work because the work they are given is challenging. For example, pupils have sorted objects according to whether they were manufactured or natural, but pupils also knew some natural materials are the basis for man made items such as cotton dresses and woollen sweaters. Rarely is the work provided by teachers not stimulating or exciting and the pupils are given good opportunities to learn through first hand investigations and through working in small groups. However, computers are not always used effectively to support the recording of evidence and the presentation of results.
127. Pupils in Years 1 and 2 make good progress in their lessons. Pupils record their work in 'topic' books and some is completed on worksheets. Higher attaining pupils record more independent accounts of their investigations and demonstrate a clear knowledge and understanding of the subject. Pupils are able to talk knowledgeably about what they have recorded, because of their good level of scientific language. For example, they are keen to explain why we need food and a balanced diet. They are familiar with a wide range of uses of natural and man made materials, including wood, plastic, wool and paper. They have a good understanding about the benefits and dangers of electricity and have a realistic knowledge and understanding about safety issues. All pupils enjoy investigative work. It is especially beneficial for pupils who have special educational needs, who receive good support from their teachers and classmates. Teachers provide good opportunities for pupils to undertake practical activities and this approach to learning ensures they make secure progress in developing their knowledge and understanding.
128. Standards by the end of Year 6 are unsatisfactory. The majority of pupils have made too little progress throughout Key Stage 2, especially pupils who are capable of achieving higher than average standards, in spite of being keen and conscientious in their work. They have high personal aspirations and want to do well in the national tests, but they are not encouraged to work hard enough to achieve this. Pupils make little progress in practical activities, and this is evident from the level of detail pupils include in their recorded work. They are given too few opportunities to fully develop their investigative skills. They have limited experience in designing their own experiments, choosing materials and equipment and presenting data and conclusions in their own way. Furthermore, by the end of Year 6, pupils have too few opportunities to learn

through investigation because most of the work is based on acquiring knowledge rather than developing skills and understanding.

129. Science is taught well throughout Key Stage 1. Teachers have good subject knowledge and this is seen in the way they prepare activities that are interesting, practical and challenging for pupils of all abilities. This motivates the pupils to learn. Through careful questioning by the teacher, pupils begin to realise that it is important to be precise and look for evidence. They are encouraged to consider themselves as scientists and follow scientific procedures and terminology. It is evident from the analysis of pupils' past work that teachers' use their knowledge of pupils and day to day assessments well to plan suitable work for pupils of all abilities. More able pupils record their work clearly and begin to interpret their results. Less able pupils enjoy the practical activity and, because they are given a simple writing frame can also record their results. The most consistent strength is the way in which teachers manage pupils. Teachers are effective and organise their lessons well by using a range of different teaching styles to vary the lesson. These significant features contribute to the good progress that pupils make and the standards they attain by the end of Year 2.
130. Teaching overall in Key Stage 2 is unsatisfactory. Pupils in Years 3 and 4 are generally taught better than those in Years 5 and 6. Although some good teaching was observed during the week of inspection, teaching over time is frequently unsatisfactory. The teaching in Years 3 and 4 builds satisfactorily on pupils' previous learning and enables them to develop their scientific vocabulary and write satisfactory accounts of their work. Pupils make the best progress in these classes and in lessons where the tasks they are given help them to develop skills of recording their work using diagrams, labels and the interpretation of data. In these classes teachers are giving appropriate attention to helping pupils understand the principles of investigation including "fair testing". Pupils are occasionally given the opportunity to devise and carry out their own experiments and investigations. Pupils are not taught well enough in all Year 5 and 6 classes, particularly in the single age Year 6 class. The work provided for pupils in this class is not sufficiently challenging, nor does it reflect all the National Curriculum programmes of study specified for pupils of this age. Analysis of pupils' work shows that teachers do not have high enough expectations about what pupils can achieve. Teachers' own confidence, knowledge and understanding about the subject are weak. They do not mark pupils' work well enough and do not always include written observations and comments which will help pupils to know what they could do in order to improve. Insufficient emphasis is placed upon the development and use of vocabulary.
131. In spite of all pupils being well behaved, self motivated and well managed by all teachers they are not given adequate opportunities to take responsibility for their own learning, for example, by undertaking their own research or devising investigative tasks. A stronger feature of the teaching is the use that is being made of information and communication technology in the computer suite where pupils have been introduced to ways in which computer links can enhance their work in science. For example, they have explored the world of the microscope and made use of data logging. However, too often, opportunities are missed to capitalise on pupils' high levels of self-confidence in order to generate even more positive attitudes towards the subject by helping them to apply scientific knowledge and understanding within their own daily lives. Within the parallel classes, pupils in the same year groups have not covered the same amount of work. Much of the work since the beginning of the school year does not provide enough challenge for pupils who are able to achieve higher standards. This is particularly evident for the oldest pupils. For them work is too superficial and not presented well enough. Teaching does not allow enough flexibility for pupils to learn through more demanding experiences.

132. The quality of leadership and management of the subject is poor. Not enough has been done to promote the subject since the last inspection. There is no clear focus on how to raise standards, nor have any targets been set to improve the quality of teaching and learning where it is weak. At both key stages, the procedures for assessing pupils' attainment and tracking their progress are poor and so is the use that teachers make of any available information. Few records are kept which help teachers plan what to do next, and teachers do not keep adequate information about the development of pupils' skills. More time needs to be devoted to consistently monitoring the effectiveness with which the teachers' plans are implemented in the classroom and how they affect the quality of teaching especially in terms of the amount of time available for teaching science and the range and quality of learning opportunities in Key Stage 2. Staff in Key Stage 1 have clear views about the benefits of target setting and producing a portfolio of pupils' work which is levelled according to National Curriculum levels which teachers could use as a point of reference to help their planning. However, the subject co-ordinator has not been supportive in developing such a record or devising any similar procedures in the other classes. This is indicative of the generally poor way in which the subject has been managed since the last inspection.

## **ART AND DESIGN**

133. Standards of attainment by the end of Key Stage 1 are above national expectations. This is because of the consistently high standard of teaching and the way the teachers in this key stage work together as a team and use the very considerable expertise of one of the teaching assistants. Pupils of all levels of ability make very good progress. At Key Stage 2, pupils make satisfactory progress and by the end of Year 6, attainment is in line with that expected nationally. This is an improvement since the previous inspection when standards were judged to be in line with national expectations at Key Stage 1 and below national expectations at Key Stage 2. At that time the co-ordination of the subject and planning were judged to be poor. The co-ordinator has now implemented a scheme of work based on national guidelines and this is followed throughout the school.
134. At Key Stage 1 pupils produce colourful pictures and paintings, which demonstrate their understanding of colour mixing and their skills of observation. They produce some excellent collages of natural objects, which show how they can use a range of materials to enhance their designs. Teachers make good links with other subjects to develop pupils' art and design skills. For example, as part of their work in science pupils produced some very high quality work based on textures and distinguished between man-made and natural materials in their designs. In history, as part of their work on 'The Great Fire of London,' pupils displayed very good understanding of pattern, colour and texture in their very creative representations of 'Fire' and 'Water' through the weaving of patterns. Teachers provide good opportunities for pupils to work with a variety of media, such as, wax and pencil crayons, charcoal, chalk, pastels and oils when, for example making still-life drawings and paintings of a bowl of fruit. Good links are made with literacy when the pupils use a wide range of adjectives such as 'glittering, transparent, velvety, ribbed and prickly' to describe the textures they have created.
135. Throughout Key Stage 2, pupils are presented with good opportunities to develop their knowledge of the work and style of famous artists. For example they compose still life pictures in the style of Renoir and Pissaro. Using Salvador Dali's 'Dream' the pupils compose their own 'Dream Sequence.' Pupils are encouraged to design their own

sculptures inspired by the work of Henry Moore following a visit to the Yorkshire Sculpture Park. Older pupils extend their cultural development with some very good work using 'Talking Textiles' to represent a Traditional Hindu Tale. In some good three-dimensional work they design containers that are precious enough to contain their wish. A visiting artist works with the pupils to produce some good work on printing. The way in which Key Stage 2 pupils use sketchbooks is an area that the school could develop further. At present these have only a limited use in practising techniques and recording preliminary ideas and in Year 6 work is un-dated.

136. Teaching is very good in Key Stage 1 where all teachers work very effectively together. Teachers in Key Stage 1 have good levels of expertise developed from working and planning so closely together. The excellent quality of the displays in the infants celebrates the pupils' work and sets a model for the pupils to aspire to. At Key Stage 2, teaching is satisfactory and for the main part, teachers work well as individuals. Although the scheme of work ensures some continuity and this is an area of improvement from the previous inspection, some Key Stage 2 teachers do not always build on the skills taught in previous years. Also some teachers require support in interpreting the scheme and would benefit from in-service training and guidance on how to develop skills in each strand of the art curriculum. Assessment in the subject is still informal.
137. The subject is well led and managed. The co-ordinator has a clear idea of what needs to be done to improve the art curriculum particularly in Key Stage 2 but currently has little opportunity to monitor teaching and learning. In order to address the identified areas of weakness and develop the subject further her management role must be strengthened.

## **DESIGN AND TECHNOLOGY**

138. Pupils' attainment is above national expectations at the end of both key stages. Standards have improved in both key stages since the time of the last inspection. Pupils of all ages and abilities make good progress in developing the necessary designing and making skills, and benefit from the wide range of experiences that are provided for them. The good progress is partly the result of the comprehensive structured scheme of work based on national guidelines that has been implemented. This supports teachers' planning, and ensures that the pupils' previous learning is acknowledged and successfully built on. It also gives the teachers confidence and ensures a high quality of teaching in the subject right across the school. There has been good improvement since the previous inspection and the weaknesses identified at that time have been fully addressed and rectified.
139. Through their constructions of wheeled vehicles, Key Stage 1 pupils gain a good understanding of how simple mechanisms relate to moving vehicles. They are encouraged to evaluate their finished models and comment on their design success or how it might be improved. When making 'Tumblebugs' for example, Year 2 pupils gain good experience of selecting specific materials, such as doweling of various lengths and adapting materials such as elastic bands to suit their design. They use apparatus from around the school to investigate and create a range of playground equipment. In their work on 'Moving Teddies' they develop good skills in folding, cutting and joining. They make good links with art and design when they make fruit salads paying attention to both food hygiene as well as the appearance of the finished product.

140. Links with 'Healthy Eating' are continued in Years 3 and 4 when pupils further develop their awareness of how to present food attractively and develop their skills in using various kitchen tools. They learn how money containers are made, by taking apart a range of purses and then plan and create their own. They realise the importance of strong seams and experiment with various ways of effective joining. They use nets to construct packages and analyse the marketing strategies used by companies on their containers to make them appealing to the public. Year 5 and 6 pupils dismantle toys to learn how cogs, wheels, axles and spindles are inter-linked. They speak enthusiastically about their fairground project where a variety of fairground structures were designed and created, using cogs and other cam mechanisms. They make very good links with their science work when creating powered motors using various circuits. By the end of Key Stage 2, pupils reach high standards in their design and technology work. They have developed a wide range of design and technology skills and show a very good understanding of the need to ensure that the product must be fit for the intended purpose. This was demonstrated in some very high quality work where the pupils designed and made a 'toy to entertain a bedridden child' and achieved some excellent results.
141. The teaching of design and technology is very good overall. Very good emphasis is placed on the designing element of the process, with the result that the pupils understand the importance of planning and evaluating their work and selecting appropriate materials. The school has made some good links with the wider community when a trained chef delivered some quality lessons on food technology. The scheme of work is exemplified by a high quality portfolio, which is a useful resource for teachers.
142. The subject is well led and managed and the co-ordinator has a good overview of the standards achieved throughout the school. However the system of recording needs to become embedded into the school's assessment systems and the co-ordinator needs to be supported and empowered by senior management to ensure that this occurs.

## **GEOGRAPHY**

143. Standards in geography by the end of Key Stage 1 are in line with national expectations and pupils, including those with special educational needs, make good progress. Standards have been maintained since the previous inspection. By the end of Key Stage 2 standards are below those expected nationally. This shows a decline in standards since the previous inspection when standards were found to be broadly in line with national expectations. Pupils make slow but adequate progress in Years 3 and 4 but too little progress in Years 5 and 6. This is because the quality and range of learning opportunities is not good enough for the oldest pupils.
144. By the end of Year 2 pupils have a good knowledge of the locality. Teachers satisfactorily draw pupils' attention to similarities and differences between places in which people live. In discussion pupils are able to express some preferences for their own homes or the houses in which close relatives live. Many can explain the routes they need to take to travel between various familiar places such as school, home and places where family members or friends live. Pupils begin to gain some knowledge and understanding of different countries and are able to compare similarities and differences between Northallerton and Tocuaro in Mexico and Struay in Scotland. Pupils know the names of major cities, including London, and can explain the difference between a town, city and country. Pupils have been given good opportunities to use research materials, including maps, atlases and globes, and are able to explain how to

use them and what information they yield.

145. Throughout Key Stage 2, not all pupils develop their geographical skills, knowledge and understanding as well as they could, especially in Years 5 and 6. This is because the subject is not taught in enough detail. In spite of lessons being planned, opportunities are missed by teachers to enhance pupils' acquisition of basic skills and understanding. Teachers provide too few lively and interesting opportunities to use the wider local environment to stimulate pupils' learning. Younger pupils have a satisfactory knowledge and understanding of weather conditions and how these are represented symbolically on maps and can relate such conditions to the different seasons and know the sequence in which the seasons occur throughout the year. In their study of the local environment some opportunities are provided for pupils in Years 3 and 4 to develop their skills in numeracy and literacy by conducting surveys and writing accounts of why people need to travel and their preferred mode of transport. Pupils are given the opportunity to study other world locations and in Years 3 and 4 evaluate and compare their own lifestyle with that of children living in Chembakoli, India. Learning is best in one class where the lessons are brought to life through the use of lively and stimulating resources. Pupils in Years 5 and 6 have some awareness of other topical environmental issues such as the destruction of forests, but this is at a superficial level. In discussion with pupils in Year 6 their breadth of knowledge and understanding of the subject is weak. They have some grasp of the water cycle, but are not familiar with vocabulary associated with rivers, such as source, meander and mouth. They have a better understanding of terms such as continent, town, city and country and can explain the relationship between them. However, their knowledge of capital cities of the world is weak. For example, they could not be sure if New York or Washington is the capital of the United States of America, and had no recall of the capital of Japan.
146. Pupils in Years 1 and 2 make good progress because they are taught well and teachers use guidance documents well to inform their planning. In Years 3 and 4 teachers, especially in two of the three classes provide sufficiently challenging work for pupils and this enables them to make satisfactory progress. It is in Years 5 and 6, especially the separate Year 6 class, that pupils make least progress. This is because the subject is not taught well enough and not enough attention is given to covering the programmes of study in sufficient depth. More able pupils in these classes are not achieving as well as they should because teachers do not provide them with more challenging and demanding tasks to complete. The vast majority of pupils respond positively to their work, behave well and take pride in their achievements. In lessons where this enthusiasm is evident pupils make more progress in their learning.
147. Teaching is good in Key Stage 1 and in some classes in lower Key Stage 2 and broadly satisfactory in other classes with the exception of the single year 6 class. In this class, not enough time and attention is given to the teaching of geography. Too few opportunities are provided for debate linked to real life experience and current local, national and international issues so that the subject comes to life. However, Pupils in Years 5 and 6 do benefit from effectively planned visits and residential field trips. Pupils in Year 6 were especially enthusiastic when recalling their exploits earlier in the year at East Barmby. Other pupils have benefited from visiting a nearby village to compare and contrast localities and surveys have been undertaken to ascertain the merits of the town centre being pedestrianised. For the most part planning is thorough and well focused especially in Key Stage 1 and lower Key Stage 2. A developing strength in these classes is the emphasis placed upon developing geographical terminology so that pupils are becoming increasingly confident to use it in their written work and group discussions. Good opportunities are provided for pupils to develop their skills in literacy and numeracy and to make use of information and communication technology to

further enhance learning. This good practice is not consistently evident in Years 5 and 6. The quality of teachers marking is variable. Where it is good, such as in Years 1 and 2, it includes dialogue to encourage pupils to think about their work. Where it is less effective it is cursory and praises work without commenting on pupils' learning or identifying what pupils need to do to improve. Often work in the single Year 6 class is not marked at all.

148. The leadership and management of the subject are broadly satisfactory but there is much room for improvement. The subject co-ordinator is aware that standards are not high enough for the oldest pupils. Opportunities for her to monitor teaching and learning are inadequate and not enough systems to assess the quality of work produced by pupils are in place. The policy and units of work based on the national guidance are planned to ensure that all pupils should cover adequate work to meet the National Curriculum requirements and to help teachers with their planning. However, this is used with varying degrees of success and there are no systems in place to check what is actually being taught. The co-ordinator is aware of the need to ensure all pupils are taught geography often enough, especially in Year 6, so as to raise standards, but does not have the authority to ensure that this happens.

## **HISTORY**

149. Standards in history by the end of Key Stage 1 are above those expected nationally and pupils including those with special educational needs make good progress. Standards have been maintained since the previous inspection. By the end of Key Stage 2, standards are below those expected nationally and have declined since the previous inspection when standards were found to be broadly in line with national expectations. This is largely because pupils are not taught history often enough or in adequate detail and insufficient attention has been paid to implementing the changes in the National Curriculum since the year 2000, especially in Year 6. Nevertheless, pupils make sufficient progress in the narrow range of learning opportunities provided. Throughout the school, pupils with special educational needs make similar progress to their classmates.
150. By the end of Key Stage 1, pupils have a clear understanding of chronology and how things change over time. Pupils demonstrate this when they compare pictures of homes of long ago with their own. Past events in British history capture their imagination. In one lesson observed, pupils enthusiastically recalled a wide range of factual information about Samuel Pepys and the Great Fire of London, including the date and the precise location of where the fire began. Pupils make good progress in combining their knowledge and understanding of events, people and changes in the past with developing skills of enquiry and interpretation. This is because effective opportunities are provided to use reference and research materials. Many pupils can explain what they know about transport and housing in the 17<sup>th</sup> century. They have satisfactory knowledge and understanding of how expectations have changed over time. For example they can explain that at the time of Florence Nightingale boys could not become nurses, but today they can. They illustrate their work well by pictures of nurses uniforms over the years.
151. By the end of Key Stage 2 pupils' level and range of knowledge are not adequately developed. Pupils in Year 6 have a limited knowledge about key dates, events and periods in British history. Pupils' experience of the history of other eras and cultures such as the Ancient Egyptians, Victorians and World War II is weak and so they do not have confidence to explore arguments about a wide enough range of past events.



Pupils of the same age who are in different classes do not always receive the same level of challenge or experiences and in some classes pupils' learning is better than in others. Not all pupils are given sufficient opportunities to examine different perspectives and aspects they find of particular interest. For example, pupils in one Year 3 and 4 class completed only three pieces of work about World War II, whilst in a parallel class pupils had been able to select and research facts and information so they could produce their own work. The range of information was considerable and included features such as the Battle of Britain, the Blitz, rationing, D-Day landings and notable warships. By seeing artefacts and pictures of scenes from daily life pupils could more readily visualise the impact the war had on people's everyday existence. They could empathise with children of the time having to be evacuated and were pleased they did not have first hand experience of having to leave home for similar reasons.

152. Throughout Key Stage 2 pupils develop some knowledge and understanding of ancient civilisations. In all classes satisfactory links are made between geography, history, art and literacy. When pupils study the Victorians they evaluate the legacy inherited by modern Britain by comparing secondary sources of evidence located in books, maps and posters. To bring their studies to life they find evidence from the 1881 census about the Fawcett family, including occupations, relationships and life spans. However, the practice of teaching history in blocks of time results in a narrowing of the curriculum and does not effectively build on pupils' prior learning. The pupils currently in Year 6 have received very limited experience in history during their time in year 5 and 6. As a result their historical knowledge is limited and their skills underdeveloped.
153. The quality of teaching in history in Key Stage 1 is good and it is satisfactory overall at Key Stage 2. Pupils in Key Stage 1 make good gains in their knowledge and understanding because the teachers made learning interesting. Teachers' show a good command of the subject and through a mixture of questioning, prompting and explaining, effectively encourage pupils to discuss the difference between fact and opinion. Teachers help to bring the subject to life. For example, as part of their work on the Great Fire of London, pupils visited the local fire station and experienced the way water was passed in buckets from person to person. They also considered the feelings of people when their possessions were destroyed and compared this to how they would feel if their own home was destroyed. At Key Stage 2 where teaching is best, teachers endeavour to stimulate pupils' thirst for knowledge by including opportunities for them to discuss the lifestyle of the Ancient Egyptians. Pupils made good use of books to conduct their own research to find out about food, clothing and buildings. Pupils extend their knowledge and understanding of vocabulary, including embalming and mummification, enthusiastically volunteering to describe the processes in detail. Pupils in the single age Year 6 class do not receive sufficient teaching in history and as a result the pupils' historical knowledge and skills are not sufficiently well developed. Pupils do not learn enough new information to make satisfactory gains in their knowledge and understanding of the subject and the work they produce is not as good as in the rest of the school. In discussion with pupils in Year 6 they could recall little about their recent history lessons. They had no knowledge about World War II and only a vague recollection of having studied the Romans. Their present study of Britain since 1948 relies upon pupils' own ability to locate information from books and the Internet rather than on being systematically taught relevant points about this era.
154. The school's emphasis on providing a programme of visits and visitors, including visiting drama groups, helps to bring the subject alive and contribute positively to pupils' learning. Pupils have been to places such as Beamish and the Ryedale Folk Museum. Within the immediate vicinity of the school the local heritage of the town and nearby villages are also used beneficially. In some classes there are well planned opportunities

for pupils to develop their research skills and then write extended accounts of what they have discovered but these opportunities are not consistently provided in all classes. The quality of teachers' marking, however, is variable, with some books containing very few helpful comments to show pupils how they could improve their work.

155. The leadership and management of the subject are broadly satisfactory. The co-ordinator has a clear understanding of the strengths within the subject and where the improvements need to be made. However, for a considerable amount of time, since the last inspection, she has not been supported well enough or enabled to fulfil her role and responsibilities fully. The scheme of work takes appropriate account of the national guidance document but not enough is done to ensure that it is fully implemented across the school. Appropriate assessment procedures for monitoring pupils' performance have not been implemented and no evaluation of the quality of teaching and learning in the subject have been undertaken. The weaknesses in the quality of the curriculum and the organisation and allocation of time to teach history in Years 5 and 6 are adversely affecting the overall clear educational direction for the development of the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

156. Standards by the end of both Key Stage 1 and Key Stage 2 are above national expectations. All pupils make at least good progress and a good number make very good progress in their learning. At the time of the previous inspection standards were judged to be satisfactory by the end of both key stages. Although expectations of the subject have changed since that time and demands on pupils are now greater, pupils' knowledge and skills have risen faster than the national picture. The use of information and communication technology as a tool in other subjects including English, history, art and mathematics is good. For example, pupils' own writings of poetry, illustrated stories, book reviews, diaries and art work remind pupils of their good achievements throughout the school. Pupils in key Stage 2 create graphs, apply spreadsheets and databases to record, for example, rainfall and temperatures. Pupils in Years 1 and 2 record tally chart data in pictograms which allow them to interpret data more efficiently. Very good learning programs, especially for literacy and numeracy, for example, 'Milly's Maths House', support pupils with special educational needs to help these pupils develop good information and communication technology skills.
157. Pupils throughout the school, develop a good range of computer skills, using the computer suite for up to an hour a week of direct skills teaching, logging on using their own user names. Pupils in the infant classes identify specific programs from the menu icons, open, use, explain, change text, fonts and colours, add illustrations and print out their work confidently. Pupils save their work to their own class files and exit programs correctly, leaving the computer ready for the next user. Pupils in Years 3 and 4 use 'Super-logo' to model and control and create accurate instructions to design regular and irregular shapes. They confidently use a range of fonts and lay-outs to create posters and art work to illustrate work in literacy and emulate the style of artists including Monet or Nick Sharratt. The pupils in Years 5 and 6 have been encouraged to work hard at writing their own 'books' and creating an attractive publication which even extends to printing the 'blurb' on the back cover. This material is then shared with younger children during shared reading sessions. Pupils have regular access to computers in their classrooms or work areas to further develop, complete or practise word processing and drawing and data handling skills. Older pupils have had some opportunity to use sensors and data logging equipment in their science work, and explore the world of the microscope through effective computer links. The development of Internet skills has been good, hampered only by technical problems. The use of e-

mail facilities is planned and an appropriate policy for its use is being established. Pupils with information and communication technology access at home are confident in its use as a rapid communications link. The school recognises the potential of using information and communication technology across the curriculum. As teachers become more confident in their skills, they are identifying opportunities for pupils to research work introduced in lessons on, for example, the Great Fire of London, the Aztecs and Egyptians and ideas for art and design work. Older pupils are keen to develop work as power-point presentations incorporating audio features and animations which enhance the quality of their final productions.

158. Pupils work well with partners as they support each other with advice and encouragement. However, space is limited for bigger classes and sometimes, pupils' progress is restricted when they have to seek support and insufficient adult expertise is available. As they move through the school, pupils build up proficient skills across a wide range of communication equipment. Pupils use tape recorders, compact disk players, electric keyboards, microscopes and cameras. The school has a good range of software that has been added to the network of computers in the suite to support learning in most curriculum areas.
159. The overall quality of teaching is good in both key stages. Teachers have had training to develop their expertise and confidence, and each lesson is being used as further training for class teachers, especially when the co-ordinators and the technicians assist in lessons. Pupils are encouraged to develop skills confidently. Teachers have high expectations of pupils' independence with the equipment, for example, pupils can work in the suite at break and lunch times. Pupils enjoy this responsibility. They have very positive attitudes to information and communication technology and enjoy learning new skills and techniques. When supported and given sufficient help and guidance, they learn effectively, and explore new information very sensibly. Sometimes the pace of learning is slow, especially in classes with large numbers of pupils. In these classes, teachers have difficulty getting to pupils in need of specific help.
160. The subject is well led and managed. Staff expertise is shared across the school well. Every member of staff, including support staff, have received some basic initial training, and this has been instrumental in taking the subject forward effectively. Good assessment procedures enable teachers to check pupils' progress and effectively plan future learning. Resources are good with the computers in the suite supported by computers in classes and work areas. The school has made good progress since the previous inspection and has strong plans to develop pupils' knowledge, skills and understanding as well as staff expertise further to enable information and communication technology to offer full support to all areas of the curriculum.

## **MUSIC**

161. Pupils' attainment in music is below national expectations at the end of Key Stage 2, except in singing where standards are broadly average. Standards are broadly at the expected level by the end of Key Stage 1. Standards have declined at Key Stage 2 since the last inspection when attainment was described as being in line with the national expectation at both key stages. Pupils of all ages and abilities, including the higher attainers and those with special educational needs do not make as much progress as they could as they move through the school and pupils have limited opportunities to develop their knowledge, skills and appreciation of music. At the time of the inspection, and from time to time during the year, the Key Stage 1 pupils benefit well from skilful teaching from a visiting specialist. Although in most classes in the

school, including the upper Key Stage 2 classes, sufficient time is given to the subject, currently the class of single aged Year 6 pupils does not benefit from regular and frequent teaching. Furthermore the school does not have enough good quality resources to support teaching and learning with the result that most aspects of the music curriculum are not taught in enough depth. The subject is given a low priority and teachers do not have a good scheme of work that would provide detailed guidance to help them in their planning.

162. The standards of singing by both infant and junior pupils is satisfactory although in whole school activities such as assemblies, some of the older pupils do not take an active part and lack enthusiasm. Pupils of all ages have regular opportunities for singing and have learned the words and tunes to a variety of songs. However, some of the activities are insufficiently challenging, such as in Key Stage 1 when pupils follow a taped programme or in the Key Stage 2 hymn practice when pupils just sing in unison. Not enough attention is given to helping pupils to improve their performance or to develop good control over pitch, dynamics and rhythm. There are too few opportunities for pupils to sing songs from other cultures and traditions.
163. Opportunities for pupils to compose are limited. At Key Stage 1 pupils learn about how sounds are made and are able to recognise and name a number of percussion instruments. In a lesson seen during the inspection, Year 1 and 2 pupils successfully demonstrated their ability to clap a rhythm and sustain a steady pulse. They identified fast and slow pulses and their carefully controlled use of the untuned percussion instruments and their skill in starting and finishing together indicate that they have been taught in a progressive way. However, pupils have too few opportunities to experiment with instruments and explore simple pitch and rhythmic patterns or follow symbolic notation. Pupils do not make enough progress as they move through Key Stage 2 because there are too few opportunities for them to compose, perform and appreciate music. Although pupils are being introduced to some of the basic musical elements such as rhythm, dynamics and pitch, their musical vocabulary is limited. Their knowledge of notation and their composition skills are very limited. Pupils in Year 3 and 4 have been introduced to the pentatonic scale and have composed simple melodies. Most pupils learned how to create an accompaniment for their tunes using an ostinato bass. Recently pupils in a mixed Year 5 and 6 class have benefited from regular weekly lessons which have been well planned. Pupils have gained some experience of recording their compositions in order to convey their intentions to others. Pupils in the single aged Year 6 class have significant gaps in their knowledge, skills and understanding because they have not had enough experience or sufficient teaching in this subject.
164. There are some opportunities for pupils in both key stages to listen to and appraise the work of well known composers. Key Stage 2 pupils gained some understanding of musical appreciation when the Sowerby Music For Life Group visited the school. The pupils benefited from watching a live performance based on the history of music, highlighting composers from different centuries and countries. Some pupils were given the opportunity to work with members of the group and later perform their composition for all the others. However, these opportunities are infrequent and not all pupils are enabled to benefit fully from the experience. When music is played as pupils enter and leave the hall for assembly the opportunity to talk about the different feelings and emotions that music can evoke are missed. As a result pupils have little knowledge of composers, nor can they compare and judge a range of music.
165. The quality of teaching and learning is satisfactory at Key Stage 1 and unsatisfactory at Key Stage 2. Teachers do not have the necessary skills and expertise to deliver the

National Curriculum programmes of study without the support of a well constructed scheme of work. At Key Stage 1 teachers benefit from the support of visiting specialists who teach all the Year 1 and 2 pupils together for one session each week. Class teachers then follow this lesson up with their own classes but very little time is made available for pupils to consolidate their learning or to enjoy making music. Whilst pupils achieve satisfactorily in Key Stage 1, there is no system at present to ensure the progression of skills, knowledge and understanding as they move into key Stage 2. Pupils in Years 3 and 4 are taught in blocks of time during the year, with each lesson lasting for a full afternoon. Although the lessons are carefully planned, this is not a satisfactory use of the time and does not enable pupils to consistently build on previous learning and progressively develop their skills and understanding. Pupils in two out of the three Years 5 and 6 classes receive regular weekly lessons and they make better progress, but pupils in the Year 6 class are lacking in musical experience and lessons are infrequent. In this class the pupils do not receive their entitlement to the National Curriculum. Pupils have some opportunity to use information and communication technology for both composing and for research.

166. The value of music to enhance other occasions and to promote pupils' spiritual, social and cultural development is not always fully recognised. For example, music is not always played before, during or after assembly. There are some opportunities for pupils to learn to play the guitar but these are limited. Several pupils benefit from individual tuition at the local college but these lessons are paid for by the parents. The school does not have a choir or recorder club and extra curricular activities in music are limited.
167. The management of the subject is unsatisfactory and there are several weaknesses in the provision for music. A weakness in the teaching lies in the planning. The current scheme of work does not provide enough guidance to staff to ensure that the skills of music are taught in a systematic way and to provide a suitable balance between the different elements of the National Curriculum programmes of study. In addition, there are no mechanisms in place to check what pupils are being taught as they move through the school. There has been no monitoring of teaching and learning through classroom observation. The resources for learning are inadequate, especially if lessons in the infants and juniors are planned at the same time. There is an insufficient range of pitched and untuned instruments, particularly those of other cultures and an insufficient number of books to develop pupils interest in a range of composers or appreciation of other forms of music. The school has not yet fully developed procedures for assessing pupils' progress and attainment, nor does it identify pupils who may be talented. The policy for the teaching of music is well out of date and the subject is not a current priority in the School Development Plan.

## **PHYSICAL EDUCATION**

168. During the week of inspection it was possible to observe only one games lesson at Key Stage 1 and two athletics lessons and an outdoor pursuits lesson at Key Stage 2. Therefore it is not possible to make judgements about the levels of attainment or the progress that pupils achieve in gymnastics or dance at either key stage, or in games at Key Stage 2. Planning and discussions however, show that over the course of the year pupils experience a range of activities, although opportunities for dance lessons are limited. Timetables show that pupils should receive two lessons a week but in reality these are not always provided and sometimes pupils only enjoy one lesson and on occasions are denied physical education lessons as a punishment. Since the last inspection the school has placed less emphasis on physical education than it

previously did, because it has concentrated more on raising standards in English and mathematics.

169. The work observed in the Key Stage 1 games lesson shows that pupils' attainment is in line with national expectations. At the time of the last inspection pupils' attainment at Key Stage 1 was found to be above the expected level for their age. Pupils acquire skills at a steady rate and are developing appropriate hand to eye co-ordination. They are learning to throw and catch effectively, when using bean bags and large balls. They increase the level of difficulty by using one or two hands. They work well together as they apply and extend the skills they have learned during team games. Good attention is given to ensuring that pupils learn the need to warm up before exercise. They march and dance in time to music and enjoy aerobic type activities showing good stretching movements and limb extension. When doing this they make good use of space and avoid physical contact with others. Pupils recognise the good effect of exercise and know how it affects their heartbeat.
170. At Key Stage 2 the work observed shows that pupils are on track to achieve the nationally expected levels by the end of Year 6. Pupils of all levels of ability including those with special educational needs make satisfactory progress. In long distance running their performances are about average. However, about half the pupils begin to adopt strategies for running techniques, which enable them to understand the principle of "pacing." In long distance jumping, they are aware how to mark out a measured run-up, but they have not yet realised the importance of its accuracy. Outdoor and adventurous activities enable pupils to perform, at a satisfactory level, a number of team-building skills as they achieve tasks requiring balance, group co-operation and planning. These activities are developed in school for Year 3 and 4 pupils. The older pupils in Years 5 and 6, benefit from these activities during visits to residential activity centres. By the end of Year 6 almost every pupil swims at least the target distance of 25 metres. Pupils have appropriately developed their understanding of the need to warm up and cool down and they do this sensibly and responsibly.
171. Pupils have good attitudes to the subject. Many pupils enjoy taking part in physical education lessons. Pupils work very well together and behave sensibly when following instructions and sharing equipment.
172. The quality of teaching and learning is satisfactory overall in both key stages. In the limited range of lessons seen during the inspection it was good. In these lessons teachers planned their lessons carefully and they made good use of resources. Expectations of the children were high and the level of challenge was well matched to the pupils' attainment. Teachers made good use of demonstration through their pupils and used this as a valuable tool to identify good practice. In turn, pupils observed well, listened to the teachers' comments and worked hard to improve their performances. Some good teaching was observed in Year 5 and 6 where the teacher involved pupils in timing and recording their performances in order to compete against themselves the following week.
173. Subject leadership is unsatisfactory, because the subject leader has not been provided with either the time or the opportunity to manage her subject properly. However, what she has done has been done well. Teaching resources are satisfactory. There is a subject policy and a useful scheme of work in place. There is also a planned programme of study for each class and age group which identifies the progression of skills throughout the school. Together they provide appropriate guidance to teachers in helping them to plan their lessons. However, in some classes teachers do not always ensure that lessons are taught and do not give sufficient time to aspects of the curriculum, for example in dance, and this acts as a barrier to pupils' progress. The

school needs to address this by empowering the co-ordinator through the introduction and use of effective monitoring procedures of the curriculum, of teaching and of pupils' achievements. There is a good range of extra curricular activities that makes a significant contribution to pupils' physical skills and to their spiritual and social development. They also promote pupils' games skills and their understanding of teamwork is increased through competitive sports with other schools. Sporting activities are often enhanced through the interest and support provided by students from the nearby college and from other agencies such as Middlesborough Football Club.

## RELIGIOUS EDUCATION

174. Attainment by the end of both key stages is in line with expectations of the Locally Agreed Syllabus. This judgement is the same as that identified at the last inspection. The progress pupils make throughout the school is satisfactory. Pupils with special educational needs make similar progress to that of other pupils.
175. By the end of Key Stage 1, pupils have a satisfactory knowledge and understanding of New Testament stories, such as the Prodigal Son and The Good Samaritan. They are able to understand the stories and relate them to their own actions, feelings and behaviour. They know about Christian feasts such as Easter and Christmas and recall facts about events leading to Jesus' flight, with his parents, into Egypt. Pupils also can tell the Old Testament story of how God created the World. They have an appropriate understanding not only of Christian practices but can make simple comparisons of them with Judaism. For example, they understand that the Jewish Sabbath is on Saturday rather than the Christian Sunday and that the Jewish Sabbath is a family day when there is no cooking and Jewish people eat specially prepared food.
176. At the end of Key Stage 2, pupils have satisfactorily extended their knowledge of the Bible. They are able to recognise that it provides opportunities to consider the appropriateness of their actions upon others. When studying the Ten Commandments for instance, they can relate them to their own lives by responding to questions such as "What would I do if...?" They know about other great faiths. When studying Hinduism, they can retell some of the stories they have learned and name their gods such as Brahma, Shiva and Vishnu. They also know of the powers attributed to them. Pupils are able to compare similarities and differences of faiths, practices and the ways in which people worship, and this helps them to build up a respect for others.
177. Overall teaching is satisfactory, although some good teaching was seen during the inspection. The best teaching was seen where the teachers had confidence and a good knowledge of their subject. For example good teaching was seen in a Year 3 and 4 lesson. The teacher had prepared well and supplemented pupils' learning with a wide range of resources, so that their understanding of Moses was clearly developed. Furthermore pupils were also extended in their historical learning about the ancient Egyptians throughout the lesson. Other good teaching was seen in a Year 6 lesson when the teacher extended pupils' understanding of Hinduism through symbolism and art in worship. With teaching of this nature, pupils' interest is raised, they concentrate well and work hard to achieve. However, not all teachers are confident in the teaching of religious education. This results in some of the topics not being covered in sufficient depth and adversely impacts upon the extent of pupils' knowledge and understanding.
178. Overall leadership of the subject is unsatisfactory. The subject leader has not been empowered to carry out her duties with the rigour she would wish. There are no

systems in place to enable her to monitor planning, teaching or the effective delivery of the curriculum. Nor have any arrangements been made for the monitoring of pupils' progress through the school. However, she has been responsible and effective in the informal support of her colleagues and for the production of a policy that is closely correlated to the requirements of the Agreed Syllabus. In addition, she has worked hard to ensure that there is now a satisfactory range of good resources and artefacts to support teachers in lessons.