

INSPECTION REPORT

Thorpe Willoughby Primary School
Selby

LEA area: North Yorkshire

Unique Reference Number: 121436

School Inspection Number: 197194

Headteacher: Mr A Dibb

Reporting inspector: G T Storer RgI
19830

Dates of inspection: 6th – 9th December 1999

Under OFSTED contract number: 707638

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
Type of control:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing body
Name of chair of governors:	Mr T Parkinson
Date of previous inspection:	22 – 25 April 1996

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MAIN FINDINGS

What the school does well

Thorpe Willoughby Primary School is a very effective school that provides a high quality of education for its pupils.

By the end of both key stages, pupils attain high standards in English, mathematics and science. Standards are above the national average in science and well above average in English and mathematics.

The governing body, headteacher and senior staff manage the school very effectively. There is strong leadership that ensures that the school's aims, values and policies are consistently applied. This adds significantly to the quality of education provided.

Teaching is good in a high proportion of lessons throughout the school. This level of consistency has a positive impact on pupils' attainment and progress.

Pupils have very good attitudes to their work. They are enthusiastic, show impressive perseverance and the ability to work independently.

Relationships at all levels are very constructive. Pupils and staff get along very well together and work co-operatively to achieve shared objectives.

Procedures for assessing pupils' attainment and progress are very thorough. There are close links between assessment and planning to ensure that work is well matched to pupils' learning needs.

The school's strategies for literacy and numeracy are very effective. They bring greater consistency to teaching, add to pupils' enjoyment of English and mathematics and contribute to the raising of standards in these subjects.

The school works in close and effective partnership with parents. Parents receive a very good range of information and this enables them to be fully involved in their children's education.

The school buildings, grounds and resources have been systematically developed and provide a very good environment for pupils' learning.

Procedures for financial control and school administration are very efficient. They provide good support to governors, teachers, pupils and their parents.

Where the school has weaknesses

The minor weaknesses identified in the inspection report are far outweighed by what the school does well. These areas of relative weakness will be addressed in the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

Since July 1999, the school has had no formal procedures for the appraisal of teachers' work or for identifying and meeting individual teachers' professional development needs.

The school's curriculum gives insufficient attention to developing pupils' awareness of the richness and diversity of other cultures. This aspect of pupils' cultural development is unsatisfactory.

Teachers do not assess pupils attainment in religious education against the criteria set out in the Locally Agreed Syllabus.

Pupils have few opportunities for reflection and this weakens the spiritual dimension of their learning.

The school's procedures for promoting good attendance are insufficiently effective in discouraging holidays taken in term time.

How the school has improved since the last inspection

Standards of attainment in English, mathematics and science have improved. In particular, the number of pupils achieving above average levels in these subjects has increased considerably. Weaknesses in teaching that were identified in the previous inspection have now been rectified. Teachers' short-term planning is more precise; tasks are closely matched to pupils' prior attainments and this improves the progress that they make. The teaching of English and mathematics has improved as a result of the school's very thorough response to

the National Literacy and Numeracy Strategies. Teachers are strengthening pupils' work in science by placing a greater emphasis on the teaching of investigative skills. The school's provision for the teaching of information technology is better than it was. New hardware and software resources, along with additional training for staff, make this a rapidly developing aspect of the school's work. Arrangements for the systematic monitoring of standards and quality are now in place for English and mathematics and there are clear plans to extend this to other subjects. Staffing in the Early Years has been improved by the appointment of a trained nursery nurse. Facilities for children under five have been improved by the provision of an enclosed area for outdoor play and appropriate training has helped teachers to make better use of purposeful play as part of the Early Years curriculum. The information to parents on a range of topics, including homework, has increased. The school now keeps parents very well informed and this enables them to support their children more effectively. The school has implemented a clear policy for child protection that ensures all staff are aware of how to deal with such matters correctly.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools*	Key	
			<i>well above average</i>	A
			<i>above average</i>	B
English	A	B	<i>average</i>	C
Mathematics	A	C	<i>below average</i>	D
Science	B	D	<i>well below average</i>	E

Pupils' attainments on entry to the school are broadly average, although a considerable number of pupils experience difficulties in the areas of language, literacy and mathematics. The vast majority of pupils make good progress and for many, progress is very good. By the age of seven, almost all pupils attain the nationally expected levels in reading, writing, mathematics and science. In reading and writing, the percentage that exceeds national expectations is well above average and this percentage is rising in mathematics and science.

The table above shows that, by the time that pupils leave the school, their attainments in English and mathematics are well above the national average and that attainment is above the national average in science. When compared to similar schools, pupils' attainments in 1999 were above average in English and average in mathematics. Pupils' attainments in science were below the average in similar schools when calculated on the basis of average points score, even though the percentage of pupils exceeding the nationally expected level was above the national average. The below average comparative score is the result of a small number of pupils not attaining the nationally expected level. The school is aware of this and is taking appropriate steps to improve the performance of the small minority of lower attaining pupils.

In the current Year 2 and Year 6, pupils' attainments are consistent with the most recent National Curriculum tests. Almost all pupils are on course to attain or exceed nationally expected standards in English, mathematics and science. Pupils' attainments in information technology are in line with national expectations and their attainments in religious education are consistent with those set out in the Locally Agreed Syllabus.

* The comparison with similar schools is based on schools where the percentage of pupils entitled to free school meals is between 0% and 8%.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Good	Good
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

The overall quality of teaching is good. Teaching was satisfactory or better in 95 per cent of the lessons inspected. The teaching of children under five was consistently good and about six out of every ten lessons in Key Stages 1 and 2 were of a good standard. During the inspection, this standard was slightly more apparent in Key Stage 1, although in upper Key Stage 2, five per cent of teaching was very good. The teaching of the core subjects of English, mathematics, science and information technology was consistently good throughout the school, as was the teaching of art and history in the foundation curriculum.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good; most pupils behave well and apply themselves conscientiously to their work.
Attendance	Good; almost all pupils attend school regularly and punctually. Unauthorised absence is below the national average.
Ethos*	The school has a very positive ethos. There is a strong commitment to raising standards and to promoting pupils' self-esteem within a caring community.
Leadership and management	Very good; the headteacher has a very clear view of the way ahead and works hard to raise standards. He ensures that all staff apply the school's policies and values very consistently. This adds considerably to the quality of education provided.
Curriculum	Good; the curriculum is appropriately broad and balanced. Effective cross-curricular links between subjects and a good range of educational visits and extra-curricular activities enhances its relevance to the pupils.
Pupils with special educational needs	The school makes good provision for these pupils. They make good progress towards their educational targets.
Spiritual, moral, social & cultural development	Good overall; provision for pupils' moral and social development is particularly effective, although the spiritual and cultural dimensions of pupils' learning are relatively weaker.
Staffing, resources and accommodation	Satisfactory overall; the school buildings and grounds provide good facilities that meet the needs of the pupils and of the curriculum well. Arrangements for the professional development of staff are generally sound, although procedures for identifying the training needs of individual members of staff no longer meet requirements.
Value for money	Good.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school

- . The school encourages them to play an active part in the life of the school.
- . They find it easy to approach the school with questions or problems to do with their children.
- . The school enables their children to achieve a good standard of work.
- . The school encourages children to get involved in more than just their daily lessons.
- . The school's values and attitudes have a positive effect on their children.
- . The school achieves high standards of good behaviour.
- . Their children like school.

What some parents are not happy about

- .The way that the school handles complaints.
- .The information that the school provides about
- .The information contained on pupils' progress
- .Pupils are expected to do too much homework.

Parents' responses to the questionnaire, at the parents' meeting and during the inspection were overwhelmingly supportive of the school and of the quality of education provided for their children. A very small number of parents expressed concern over some aspects of the school's work. The inspection supports the positive views of parents. Evidence gained from a wider sample of parents and during the inspection suggests that the headteacher and governors take complaints seriously and deal with them appropriately. However, a very small number of parents remain dissatisfied with aspects of this process. The range and quality of information to parents, including that relating to the content and teaching of the curriculum, is good. Inspectors find no cause for concern over the quality of information about pupils' progress. School reports contain appropriate information about what pupils know, understand and can do. They also contain targets to help pupils to improve aspects of their work or behaviour. Teachers welcome contacts with parents who require additional information and this further strengthens the process. There are some inconsistencies in the use of homework, but overall, teachers' use of homework is constructive and contributes appropriately to pupils' attainments.

KEY ISSUES FOR ACTION

Thorpe Willoughby Primary School is a very effective school that provides a high quality of education for its pupils. The school has no significant weaknesses. However, in the context of the school's many strengths, the following minor points for improvement should be considered in the action plan.

- I. Improve arrangements for the professional development of staff by:-
 - re-introducing formal procedures for the appraisal of teachers' work;
 - ensuring that adequate resources are made available to support teachers in meeting individual professional development targets. (paras: 57, 60.)
- Further improve assessment procedures by ensuring that pupils' attainment in religious education is regularly assessed against the criteria set out in the Locally Agreed Syllabus. (paras: 45, 112.)
- Improve pupils' cultural development by including the multicultural dimension more fully in all areas of the curriculum. (paras: 14, 43, 116.)
- Strengthen pupils' spiritual development by identifying opportunities for quiet reflection and the gaining of personal insights in the planning of assemblies and work in other subjects of the curriculum. (para: 40.)
- Improve overall attendance rates by strongly discouraging the taking of holidays during term time. (paras: 24, 47.)

· INTRODUCTION

· Characteristics of the school

1. The village of Thorpe Willoughby is set in the open countryside, three miles from the town of Selby. The school is situated in a quiet cul-de-sac that forms part of an extensive private housing estate not far from the centre of the village. The immediate surroundings are very attractive, comprising of extensive, pleasantly landscaped school grounds and owner-occupied bungalows and houses.
2. There are currently 238 pupils attending the school. Most of the pupils live in the area surrounding the school. They mainly come from privately owned homes on the nearby housing estate or further afield within the village, though some families live in local authority and private rented accommodation. In recent years, the school has taken a number of children from neighbouring villages. Pupils come from a range of home backgrounds and some families experience a degree of socio-economic stress. However, less than four per cent of pupils is entitled to free school meals and this is well below the national average.
3. Pupils' attainment on entry to the school is broadly average. However, a number of pupils experience difficulties with their learning, especially in the areas of language, literacy and mathematics. There are currently 44 pupils on the school's register of special educational needs. This represents just less than 19% of the school population and is close to the average for schools of this size. There is one pupil with a Statement of Special Educational Need; this is well below the average for similar schools. There are no pupils currently in school who are from ethnic minority groups in society or who speak English as an additional language. This is untypical of schools nationally.
4. The school's admission policy is in line with that of the Local Education Authority. The school admits children to the reception class in September of the school year in which they will be five years old. Younger children, who have birthdays between 1st April and 31st August, attend part-time until January. At the time of the inspection, almost all children in the reception class were below statutory school age.
 1. The brochure lists the school's aims. These include:
 - making Thorpe Willoughby Primary a safe, secure, positive and happy school;
 - delivering a broad, balanced, interesting and relevant curriculum;
 - helping pupils to gain moral, spiritual and religious values and an appreciation and tolerance of others;
 - working in close partnership with parents and the community;
 - providing an effective and efficient education with the available resources.
 6. The School Development Plan indicates that current priorities include:
 - the introduction of the National Numeracy Strategy;
 - introducing a new scheme of work for information technology, incorporating the National Grid For Learning;
 - making the necessary arrangements for subject co-ordinators to monitor the quality of teaching and learning in art, physical education and religious education;
 - making preparations for changes to the National Curriculum planned for the year 2000.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:		Year	Boys	Girls	Total
		1999	22	16	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	21	22	22
	Girls	16	16	16
	Total	37	38	38
Percentage at NC Level 2 or above	School	97(92)	100(84)	100(95)
	National	82(81)	83(81)	86(83)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	21	22	22
	Girls	16	16	16
	Total	37	38	38
Percentage at NC Level 2 or above	School	97(92)	100(97)	100(97)
	National	82(81)	86(85)	87(86)

Attainment at Key Stage 2₁

Number of registered pupils in final year of Key Stage 2 for latest reporting year:		Year	Boys	Girls	Total
		1999	21	24	45

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	15	12
	Girls	24	23	22
	Total	38	38	34
Percentage at NC Level 4 or above	School	84(79)	84(71)	76(79)
	National	70(65)	69(59)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	13	15	13
	Girls	24	23	22
	Total	37	38	35
Percentage at NC Level 4 or above	School	82(79)	84(76)	78(81)
	National	67(65)	69(65)	75(72)

¹ Percentages in parentheses refer to the year before the latest reporting year

• **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year: 1997/8			%
	Authorised	School	5.2
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

• **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

• **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	3
	Satisfactory or better	95
	Less than satisfactory	5

· **PART A: ASPECTS OF THE SCHOOL**

· **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

· **Attainment and progress**

1. Since the previous inspection, standards of attainment have improved. This reflects in the year-on-year improvement in the results of National Curriculum tests for seven-and 11-year-olds in the core subjects of English, mathematics and science. Standards in these subjects have been consistently high for some time. The percentages of pupils attaining or exceeding the nationally expected standard by the end of each key stage have been above, and often well above, the national average for the last five years. However, the percentages of pupils attaining above average standards have risen steadily. In the most recent tests and teacher assessments in 1999, the percentage of pupils attaining higher than expected levels at the end of Key Stage 1 was well above the national average in reading and writing, and in line with the national average in mathematics. Results at the higher level in science were below average, but nevertheless showed a marked improvement on the previous year. There is an even more consistent pattern of high attainment in Key Stage 2, where the most recent tests show attainment at the higher level to be well above the national average in English and mathematics and above average in science. When compared

to similar schools², pupils' attainments are above average in reading and writing at the end of Key Stage 1, and in English at the end of Key Stage 2. They are on a par with similar schools in mathematics at the end of Key Stage 2, but somewhat below average in mathematics at the end of Key Stage 1 and science at the end of Key Stage 2. The below average comparative score is the result of a small number of pupils not attaining the nationally expected level or attaining at the lower end of the range and is not representative of standards overall. The school is aware of this and is taking appropriate steps to improve the performance of the small minority of lower attaining pupils.

2. In the current Year 2 and Year 6, pupils' attainments are consistent with the most recent National Curriculum tests. Almost all pupils are on course to attain or exceed nationally expected standards in English, mathematics and science, with a considerable number on course to attain the higher than average levels. The school now analyses these results carefully and so effectively identifies the relative strengths and weaknesses in the curriculum. This information, along with other assessment data, is used in the setting of targets for individual

² *The comparison with similar schools is based on schools where the percentage of pupils entitled to free school meals is between 0% and 8%.*

pupils and in making planned changes to the content and organisation of the curriculum. These realistic targets, along with improvements in the overall quality of teaching, brought about by more frequent and rigorous monitoring and the successful introduction of the National Literacy Strategy and the Numeracy Strategy, are having a positive impact on overall standards of attainment. They ensure that pupils of all abilities attain appropriately high standards in core areas of the curriculum.

3. Children's attainment on entry to the reception class is broadly average, although a considerable number of pupils experience difficulties in the areas of language, literacy and mathematics. Children under five make good progress in all of the areas of learning. The majority attains most of the Desirable Learning Outcomes³ by the age of five years old and higher attaining children begin working towards National Curriculum targets, particularly in English and mathematics. The teacher places a considerable emphasis on developing children's language, literacy and numeracy skills. This is appropriate to the needs of children under five and, as a result, all children make good progress in these areas. Most listen attentively to

³ *Desirable Outcomes for Children's Learning on Entering Compulsory Education – SCAA / DfEE. These are goals for learning of children by the time they enter compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills.*

adults when they give instructions or tell stories. They speak increasingly clearly and distinctly. The teacher, who takes every opportunity to develop their vocabulary and understanding, successfully encourages this. They handle books carefully. Higher attaining children read simple texts confidently and most recognise a number of common words and letter sounds on sight and are beginning to read and write their own names. Most children recognise numbers, count effectively and use mathematical language confidently in their play. Their knowledge and understanding of the world develops well and they make a positive start in their understanding and use of computers. They make good progress in their physical and creative development. This is evident in children's confident use of a variety of apparatus and in their enthusiastic response to painting, making, music and singing activities. Children make particularly good progress in their personal and social development. They establish good relationships with each other and with the adults working with them. Consequently, the children enjoy coming to school and this makes a significant contribution to the progress that they make. They become absorbed in activities

planned for them and concentrate well. Most play happily with their classmates, taking turns and sharing toys and equipment.

4. By the age of seven, and by the time that they leave the school, pupils' attainments in English are well above average. This is consistent with the results of the most recently published National Curriculum tests in 1999 for pupils at the end of Key Stage 1 and Key Stage 2. The overall picture is one of consistently high achievement and of improving standards at the higher than average levels. The school has achieved this level of success largely by its very successful introduction of the National Literacy Strategy. The majority of pupils of all levels of attainment, including those with special educational needs, make good progress. The development of the skills of reading and writing receives significant attention. From the early stages, teachers encourage children to talk about their work and to listen carefully to adults and to each other. This develops very well so that, by the end of Key Stage 2, most pupils express their views and opinions confidently, using increasingly complex vocabulary accurately. Pupils throughout both key stages make good gains in the skills of reading. By the end of their time in school, most pupils enjoy

reading for pleasure and are developing clear tastes and preferences in their reading. They use reference books competently to support their work. There are many planned opportunities for pupils to develop their skills in writing, so that many pupils in Year 6 produce written work of a high standard. There are appropriate opportunities for pupils to apply and develop their skills through work in other areas of the curriculum. This consistent, whole-school approach to recording in subjects such as science, history and religious education adds significantly to pupils' development and use of the skills of literacy.

5. Pupils' attainments in mathematics are well above the national average by the end of both key stages and pupils throughout the school make good progress. This is broadly consistent with the results of the most recent National Curriculum tests. In 1999, whilst almost all pupils attained nationally expected standards, the number attaining the higher level was relatively lower at the end of Key Stage 1. However, this still represented a considerable improvement on the previous year's results, particularly at the above average level. Inspection evidence suggests that standards are continuing to rise. Teachers in Key Stage 1 plan carefully, so that pupils build systematically on the

good start made in the Early Years. There are good opportunities for pupils to use and apply their understanding in practical activities and this reinforces their learning. Their skills of quick mental calculation increase rapidly and many attain a secure grasp of number bonds and tables, so that they are able to solve simple problems effectively. By the end of the key stage, most are secure with addition and subtraction. Pupils' use of simple multiplication and division and their understanding of shape and measuring are developing well. In Key Stage 2, good levels of progress are maintained. This is particularly the case in upper Key Stage 2, where teachers set tasks at an appropriately challenging level for pupils of different levels of attainment and, as a result, their progress improves. There are good opportunities for pupils to develop the skills of numeracy in the context of other subjects. For example, in science, pupils take accurate measurements of temperature, volume and mass using appropriate metric units. They extend their understanding of data handling using appropriate information technology programs. The school carefully analyses data gained from mathematics assessments and uses this information as the basis for planned curriculum development.

This, along with the very successful introduction of the National Numeracy Strategy, is having a positive impact on standards of attainment and pupils' progress in mathematics.

6. Pupils' attainments in science are above the national average by the end of Key Stage 1 and Key Stage 2. Pupils of all levels of attainment make consistently good progress as they move through the school. An important contributory feature is the consistent emphasis on experimental and investigative work throughout the school. By the end of Key Stage 1, most pupils gain the basic skills of scientific enquiry. They use a range of simple apparatus sensibly and safely to carry out tests and investigations. They are beginning to predict outcomes based on their prior understanding and to consider the reasons for what has taken place. They achieve good levels of knowledge and understanding related to life processes and living things, materials and their properties and physical processes. By the end of Key Stage 2, pupils achieve considerable independence in their work in science. They plan and carry out investigations that are reliable and fair. They collect data and begin to draw appropriate conclusions. The majority of pupils apply previous learning to their investigations, such as that into the separation of mixtures and solutions and they use appropriate scientific vocabulary when describing and recording their work. Pupils of differing levels of attainment have secure knowledge of the life cycles and reproductive processes of plants animals and humans and of the function of the organs of the human body. Most pupils know about electrical circuits and they understand a wide range of processes, including evaporation, condensation and how different forces affect the way in which an object moves.
7. By the end of Year 6, pupils' attainments in information technology are in line with national expectations. However, pupils' progress is improving. Younger pupils are gaining skills at a good rate and are on course to attain higher standards. This results from recent improvements in the school's resources and from a revised scheme of work that makes greater provision for the teaching of skills and the integration of information technology into the curriculum as a whole. The school is planning further staff training in this area to coincide with the introduction of more new software in January 2000.
8. By the end of both key stages, pupils' attainments in religious education are in line with the standards set out in the Locally Agreed Syllabus. Teaching about major world religions receives appropriate emphasis and makes a contribution to pupils' cultural development, although the multicultural dimension of pupils' learning is relatively weak throughout the school.
9. Most pupils make good progress in history. There are very good links with other subjects, such as religious education, art and design and technology that add to the relevance of history topics. This, along with frequent planned opportunities for pupils to use their literacy and information technology skills in the context of history, motivates pupils and adds to the quality of their learning. Pupils also make good progress in art. They gain good knowledge and understanding of the work of recognised artists and use this effectively as the starting point for their own work. By the end of Key Stage 2, many pupils produce a standard of finished work that is high for their age.
10. In all other subjects, pupils make satisfactory progress overall, although there are areas of relative strength and weakness. Pupils' progress in all subjects benefits from coherent cross-curricular links. These help to improve pupils' understanding and add to the quality of their work by bringing relevance and purpose to particular tasks and activities. In

physical education, there are good arrangements for swimming. Regular specialist teaching allows most pupils to exceed the end of Key Stage 2 requirements. There is also systematic provision for outdoor and adventurous activities within the context of residential visits for pupils in upper Key Stage 2. A good range of extra-curricular and competitive sports allows individual pupils to attain higher personal standards. In geography, there is a degree of discontinuity when long time gaps separate study units. Pupils 'lose the thread' and their learning is less secure. In design and technology, pupils gain making skills at an appropriate rate. By the end of Key Stage 2, the design process also receives appropriate attention. However, there is scope to extend this awareness of the importance of design into the work of younger pupils. Pupils make satisfactory progress in most music lessons. However, progress is reduced when organisational arrangements limit the time available to the extent that the teacher is unable to achieve the planned objectives for the lesson.

11. There are no significant differences in the attainment and progress of pupils of different gender, background or ethnicity. The arrangements for pupils with special educational needs are effective and ensure that these pupils make good progress towards meeting targets in their individual education plans. The quality of support for these pupils enables them to improve their confidence and competence and to have full access and equality of opportunity within the curriculum as a whole.
12. The school carries out a detailed analysis and interpretation of the data and results of its monitoring and assessment procedures. The headteacher uses this analysis as the basis for individual and whole school target setting and this too contributes to raising standards of attainment.

18. **Attitudes, behaviour and personal development**

13. The good standards identified in the previous report have been maintained and pupils' positive attitudes, behaviour and personal development continue to reflect the aims of the school.
14. Pupils enjoy coming to school and their attitudes to learning are very good throughout the school. Children under five settle quickly; they show a keen interest in reception class activities and are eager to participate. They successfully adopt classroom routines and quickly develop good working habits. They listen carefully to their teacher and follow instructions very well. In Key Stages 1 and 2, pupils are enthusiastic about their work and very willing to learn. They are attentive to their teachers and apply themselves to their tasks with a high level of concentration. Pupils join in class discussions with interest. They listen to each other well and answer, and occasionally ask, questions thoughtfully. Pupils are co-operative and collaborate effectively when working in pairs or small groups; for example, in an English lesson, Year 6 pupils worked very successfully together when creating dialogue for specific characters. Pupils have a desire to improve and take a pride in their work. There is an industrious atmosphere in classrooms and a very good ethos for learning throughout the school. Pupils with special educational needs show good attitudes towards their learning. They work hard and persevere when faced with difficulties. They seek help from their teachers when necessary, but also demonstrate their ability to work independently.
15. Pupils' behaviour in and around school is good. There have been no exclusions in recent years and no incidents of bullying or harassment were observed during the inspection. The youngest children develop a clear understanding of what is expected of them and respond

positively. Throughout the school, pupils understand the school behaviour policy and procedures and older pupils draw up codes of behaviour for their own classrooms. Pupils readily respond to requests and instructions from adults. They are polite and helpful. They show respect for one another, school property and their surroundings.

16. Relationships are very strong at all levels within the school. The headteacher promotes a climate of respect and openness, and this is reflected in pupils' sense of self-esteem and confidence. The level of mutual support and teamwork displayed by the staff presents a very good example to pupils, who are friendly and caring towards each other.
17. Pupils make good progress in their personal development. In the sure knowledge that their spoken and written contributions are valued, pupils willingly express their ideas and opinions. During assemblies, religious education lessons and 'circle time' activities, pupils consider moral issues, such as, telling the truth, and often make considered and thoughtful responses. Pupils successfully develop independence and self-reliance. They are trustworthy when working on computers without direct supervision. When changing for physical education lessons or going out to play, the youngest children take care of themselves and their belongings, confident that help is at hand should they need it. Older pupils know how to use the library and find information in reference books. They also carry out both routine and exceptional responsibilities sensibly, including collecting daily dinner numbers and sorting and delivering Christmas cards. Many pupils take part in the extra-curricular activities that the school offers. In addition to improving their skills and knowledge, this makes a positive contribution towards their social development.

23. **Attendance**

18. Pupils' attendance is good overall. The attendance rate is broadly in line with that found in similar sized schools nationally. The rate of unauthorised absence is well below similar schools. Parents are helpful and inform the school promptly of illness or other reason for absence. Most pupils are punctual and registration is completed quickly and efficiently. A small number of pupils arrive late but usually whilst registration is taking place and before the first lesson begins. This does not cause any disruption or delay. Pupils organise themselves efficiently and settle down to work quickly before and during registration, which ensures an industrious start to the day. Pupils' attendance improved after the last inspection, however it has fallen back slightly in the last two years to 1996 levels. Indications are that attendance rates are unlikely to improve in the current academic year. An analysis by the school shows that family holidays, taken in term time, are the root cause of the problem. Since the last inspection the governors have published attendance figures in their annual report to parents.

24. **QUALITY OF EDUCATION PROVIDED**

24. **Teaching**

19. The overall quality of teaching is good. Teaching was satisfactory or better in 95 per cent of the lessons inspected. The teaching of children under five was consistently good and about six out of every ten lessons in Key Stages 1 and 2 were of a good standard. During the inspection, this standard was slightly more

apparent in Key Stage 1, although in upper Key Stage 2, five per cent of teaching was very good. The teaching of the core subjects of English, mathematics, science and information technology was consistently good throughout the school, as was the teaching of art and history in the foundation curriculum. This consistently good quality of teaching is making a significant contribution to the raising of standards of attainment. On-going initiatives relating to the content and organisation of the curriculum and also to the ways in which teachers plan and assess pupils' work are having a beneficial effect. Weaknesses in teaching that were identified in the previous inspection have now been rectified. Teachers' short-term planning is more precise; tasks are more closely matched to pupils' prior attainments and this improves the progress that they make. Whole-school developments in the teaching of literacy and numeracy have led to greater consistency and a general improvement in these subjects. There is evidence of collaboration and the sharing of expertise and, as a result, the teachers work effectively together as mutually supportive teams.

20. The quality of teaching of children under five is consistently good in all areas of learning. This ensures a good start for all children and establishes firm foundations upon which to build future learning. The teacher and nursery nurse work well together to create a calm and purposeful atmosphere. They encourage the children to participate in a good range of

well-planned activities covering all of the required areas of learning. There is a consistent approach that places appropriate emphasis on children's personal and social development and on the early skills of language, literacy and numeracy. Another important feature is the extent to which regular, well-focused assessments are used to inform the planning that takes place for all activities. The teacher has high expectations of the children's capacity to cope with demanding tasks, whilst also being sensitive to the developmental needs of younger and lower attaining children. Tasks are challenging, and the transition to National Curriculum related work is made on the basis of 'readiness' rather than age. For example, the teacher plans lessons carefully, to meet the requirements of the National Literacy and Numeracy Strategies, yet incorporates a very good range of first-hand experiences, practical activities and play. This is appropriate as it ensures best progress for children of all ages and levels of attainment.

21. The overall quality of teaching in both key stages is good and in a few lessons in upper Key Stage 2, teaching is very good. The teachers in both key stages have sufficient knowledge to teach most subjects of the National Curriculum well. This reflects in the consistently good teaching of literacy and numeracy across the curriculum, science, information technology, history and art and in improving standards of attainment, particularly in English and mathematics. This is an area of improvement since the last inspection. However, insecure knowledge and understanding of information technology was the main factor in one unsatisfactory lesson. The teacher was unable to complete a demonstration lesson successfully and this sent very confusing messages to the pupils.
22. Teachers manage their pupils effectively. This results in a majority of lessons that are well organised. Teachers generally make good use of time and resources so that teaching and learning proceed at a brisk pace. This motivates pupils and sustains their interest and so has a positive impact on their attainment and progress. However, the inappropriate use of time was a contributory factor to unsatisfactory teaching in one lesson, when organisational difficulties left insufficient time for the teacher to fulfil the planned objectives for the lesson and pupils made little real progress. Teachers have appropriately high expectations related to pupils' behaviour and response. They treat all pupils equally and apply the school's assertive discipline policies consistently. As a result, pupils behave well in class and apply themselves conscientiously to their work. Teachers have similarly high expectations of pupils' capacity to cope with challenging work. They set tasks at an appropriately high level and this makes a contribution to pupils' attainments by the end of each key stage. Teachers form very constructive relationships with their pupils and this, along with the pupils' predominantly positive attitudes and response, helps to create a positive atmosphere in which effective learning takes place.
23. Teachers' planning is thorough. In most lessons, teachers know exactly what they expect their pupils to learn and there is appropriate provision for pupils of different attainment within the group. Planning makes very good links between subjects that bring greater coherence to pupils' work and so add to pupils' understanding and enjoyment. There is planning of this quality throughout the school. Teachers carry out more frequent, on-going assessments. These assessments are usually recorded and used well as the basis for matching work to the prior attainments of different pupils in the class. This specific level of planning is an improvement since the previous inspection that has contributed to raising standards of attainment, particularly in English and mathematics. Teachers are now beginning to spread this good practice to other areas of the curriculum and this enables pupils of differing attainment to make good overall progress. Teachers use homework constructively to reinforce pupils' learning. Amounts and frequency vary from year to year, but overall, homework makes a satisfactory and worthwhile

contribution to pupils' progress.

24. The school makes good arrangements for the teaching of pupils with special educational needs. The support that they receive from class teachers, the special educational needs co-ordinator and the support assistants ensures their good progress in most aspects of their work. Individual education plans are prepared carefully, after appropriate consultation between teachers, parents and local education authority support staff. Teachers collaborate well with the special educational needs co-ordinator to match targets in individual education plans to the needs of each pupil. They usually reflect these targets in planning for lessons, especially in literacy and numeracy, and this promotes steady improvement. Teaching is planned effectively to meet pupils' special needs. Language and methods are simplified in order to make tasks accessible to all pupils, for example in worksheets. Specialist small group teaching employs a broad range of effective strategies to improve pupils' word attack skills, for instance by showing how different prefixes can be attached to a given root. Individual support in lessons is generally good. The use of information technology, for example, is effective in helping a pupil with special needs to use a program, which helps with the practice of basic phonic skills. Such support enables pupils with special needs to build up their self-esteem, which promotes further progress. Teachers have a good rapport with their pupils and give support promptly to avoid frustration developing. The co-ordinator monitors the progress of pupils with special educational needs effectively. This information is used well to inform future planning and as a basis for the review meetings that are held in accordance with the special educational needs Code of Practice⁴.

30. **The curriculum and assessment**

25. The school provides a good curriculum in both key stages. It offers all pupils a full education in all subjects of the National Curriculum and religious education, together with a rich variety of additional opportunities. Pupils under five have a balanced programme, which covers all the areas of learning and prepares them well for Key Stage 1. Teachers plan together to ensure that Key Stage 2 builds effectively on the work done previously, and that all pupils, including those with special educational needs, receive their full curriculum entitlement. Links with the local secondary school are satisfactory, and ensure

⁴ *Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act*

that pupils are well prepared for their work in Key Stage 3. The school has maintained the good standards of curriculum provision observed at the time of the last inspection. It has made further improvements, for instance by expanding the use of purposeful play as part of the Early Years curriculum, by ensuring that pupils have the full range of opportunities in information technology and by improving links between assessment and curriculum planning.

26. The school's curriculum planning is good. It takes due account of the requirements of national initiatives such as the introduction of literacy and numeracy hours and interprets them according to the needs of pupils. The school development plan contains properly costed priorities for curriculum development, of which the most important are the introduction of the numeracy strategy and initiatives in information technology, such as the preparations for the National Grid for Learning. Foundation subjects are not neglected; there is a rolling programme of curriculum review, which ensures the regular evaluation of their effectiveness.
27. Planning which ensures that the subjects of the curriculum complement each other, is a particular strength of the school's approach. The use of a project on churches in religious education to illustrate a historical theme is one example, amongst many, of

this work. There are also very many examples of extended writing across the curriculum; pupils' descriptions of a day in the life of a Roman soldier, for example, are written with style and humour, and show how historical information can be displayed through writing for a range of purposes. The school has appropriate plans to review its topic work, which plays a valuable part in bringing different subjects together and enhances the coherence of the curriculum. The main purpose of this review is to bring topic work into line with the requirements of Curriculum 2000. This care and attention in planning is also extended to the broader curriculum, for instance by looking at the value of more recent teaching materials for sex education, and by continuing to review how the school helps pupils with special educational needs.

28. The breadth and balance of the school's curriculum are good. Teaching time is, in the main, sensibly allocated between the different subjects, although the time given to science is rather low. Within the subjects, each attainment target receives appropriate attention. Experimental and investigative work in science, for example, is applied in a wide range of situations, such as in pupils' work on forces and materials. The requirements of the literacy hour are fully met, including whole class teaching, which teachers use to good effect. There is also richness and diversity in the work that pupils do, particularly in the Early Years, where the development of the core skills needed for later work in English and mathematics is fully complemented by provision for pupils' personal and social development. Practical activities and fieldwork supplement classroom work, and the wildlife area makes a particularly valuable contribution to pupils' studies in science.
29. Pupils with special educational needs experience the same curriculum as that of pupils generally, with additional attention to the targets described in their individual education plans. Those targets

continue to be written in rather general terms, but they are usefully supplemented by target books. These contain the short term and very focused objectives in literacy and numeracy that are necessary for pupils to make progress.

30. All pupils, including those with special needs, have access to a good range of extra-curricular activities. Many pupils learn to play a musical instrument, and there are recorder groups and other opportunities for ensemble music. There are after-school clubs for pupils who enjoy books and art activities. Football, netball and rounders are also available. These activities enable many pupils to further particular interests and to achieve higher personal standards.
31. The school has made very significant progress in its approach to assessment since the last inspection. Teachers use half-termly assessments in most subjects in order to track pupils' progress throughout the school year. These assessments also contribute to planning in the medium- and longer-term, by ensuring that pupils' learning builds progressively as different topics recur. Teachers' lesson plans are reviewed to see what aspects of a lesson have presented difficulties for pupils. Teachers use this information to modify or supplement teaching programmes so that they meet pupils' learning needs more closely. Work is marked positively; this gives pupils

encouragement, recognises achievement and offers valuable guidance as to how it can be improved. Subject co-ordinators also use assessment procedures carefully to keep their subjects under review. They collect portfolios of levelled work that are carefully annotated so as to give colleagues clear guidance as the standards that should be aimed at. These portfolios also enable the school to plan curricular experiences, which enable pupils to make the best progress.

32. Most assessments are recorded and this information provides a good basis for the writing of reports. Reports to parents fulfil all the statutory requirements. They give accurate information in a readable form and, in the best examples, offer guidance as to what pupils need to do next. Reports at the end of Key Stage 2 also give teachers in secondary schools a very clear profile of what pupils know and understand. Teacher assessment at the end of Key Stage 1 is generally reliable, although teachers underestimate what pupils know and understand in science at level 3.

38. Pupils' spiritual, moral, social and cultural development

33. The school successfully promotes pupils' spiritual, moral, social and cultural development through a range of activities, which reflect the values expressed in the school's aims. These findings broadly reflect those of the last inspection.
34. Pupils' spiritual development is satisfactorily promoted. In assemblies and acts of collective worship, pupils have regular opportunities to join in prayer and sing hymns. In classroom discussions in both key stages, in religious education and in assemblies, pupils are given opportunities to reflect and develop self-knowledge. However, moments of quiet stillness are often fleeting and without a visual focus to promote pupils' thoughtfulness.

Pupils' awareness of beauty and sense of wonder are successfully promoted through their work in art and science, particularly projects in the school's wild garden area. Activities, including walks to Brayton Barff and gardening around the school, further heighten pupils' appreciation of the natural world.

35. The provision for pupils' moral development is good. The staff are consistent in their application and promotion of the school's behaviour policy. From their earliest days in the reception class, children are successfully made aware of what is expected of them and the difference between right and wrong. Good behaviour and achievement are consistently encouraged and recognised, notably through systems of whole class and individual targets and rewards. Worthwhile consideration is given to moral issues, such as telling the truth, in assemblies. Also, values such as fairness and sharing are promoted through special celebrations, such as Harvest Thanksgiving. Much of the provision is embedded in the everyday life and teaching of the school. The headteacher and staff provide very good role models and consistently treat pupils, other members of the school community, and each other, with respect.
36. Arrangements for promoting pupils' social development are good. Very supportive and constructive relationships between pupils and teachers successfully promote pupils' self-esteem and social interaction. Assemblies regularly focus on such themes as, friends and loyalty and events such as Remembrance Day are given appropriate consideration. Pupils are given opportunities to develop a sense of responsibility. These increase as pupils move through the school, and include collecting registers and dinner numbers and acting as librarians. Pupils' sense of social awareness and responsibility is promoted through such activities as singing carols for senior citizens and participating in occasional litter clean-ups in the village. Pupils are encouraged to work co-operatively, for example in structured play situations, in drama and when working on computers. Teamwork and a sense of fair play are well promoted through team games and inter-school competitions. Pupils also have an opportunity to develop their skills of social interaction by participating in a residential school trip in North Yorkshire at the end of Key Stage 2. They are encouraged to reflect on the needs of others both in their prayers and in their support of causes, such as children's cancer charities, Children in Need and Blue Peter Appeals
37. The cultural dimension of pupils' development is satisfactorily promoted overall, particularly in history. Pupils learn about their cultural heritage very well, through activities, such as the younger pupils' local study, and a wide range of visits, including those to the local churches and Selby Abbey, and trips to the theatre, museums and sculpture park. Pupils also benefit from visits from the local vicar, and regular musical presentations from the peripatetic music tutors. The quality of the school's provision for art, particularly the work of famous artists, makes a positive contribution to pupils' cultural development, although the work of non-western artists is not well represented. However, pupils' opportunities to listen to music are less well planned and developed. Pupils learn of major world faiths through religious education and assemblies in the course of the year occasionally highlight celebrations from other cultures, such as Chinese New Year. However, overall, pupils' awareness and understanding of the richness and diversity of other world cultures is under-developed and this aspect of provision is unsatisfactory.
38. Daily acts of collective worship are of a broadly Christian character and meet statutory requirements. They contribute effectively to the provision for pupils' spiritual, moral, social and cultural development.

44.

Support, guidance and pupils' welfare

39. Procedures for monitoring the academic progress and personal development of pupils are very good. Children under five benefit from a caring environment that effectively supports their personal development. Throughout the school staff are caring and considerate of pupils' needs. Teachers provide effective support and guidance and they know their pupils well. They record notable achievements and the school maintains records of personal development with the help of pupils and parents. Parents are asked to complete a record of achievement form each year to enable staff to keep abreast of pupils' activities and personal interests. The academic progress of pupils is carefully recorded. There are very good assessment and recording procedures in place. Teachers maintain detailed records of pupils' progress in all subjects of the curriculum other than in religious education. The accurate marking of work strengthens assessment procedures and the information is used effectively by teachers to plan work and raise standards. Support for pupils with special educational needs is good. Their academic progress and personal development are well documented and the information is used effectively. The school uses its support staff wisely and makes good use of outside specialists.
40. Procedures for monitoring and promoting discipline and behaviour are good. The behaviour policy is published to parents in a booklet, which emphasises their key role in supporting the school in managing behaviour. Pupils understand the behaviour policy and staff apply it consistently. Incidents are dealt with fairly and properly recorded. The school uses assertive discipline strategies and expects pupils to develop self-discipline and consideration for others. In Key Stage 2, pupils discuss expectations for behaviour and help to formulate their own class rules. There are rewards and sanctions available to help teachers to manage behaviour, however, the emphasis is placed firmly upon praise and reward. Good behaviour is recognised by the award of stickers and certificates. Pupils are given special responsibilities and occasionally whole class treats. Teachers encourage good behaviour and work hard to ensure a calm working environment and a happy atmosphere.
41. There are satisfactory procedures for monitoring and promoting attendance. There is an attendance policy, which makes plain that good attendance is a priority of the school. The policy is summarised in the prospectus for the information of parents. Teachers are responsible for monitoring the attendance of pupils in their class. The school secretary and the headteacher monitor attendance registers weekly. All unexplained absences or other problems with attendance are reported to the headteacher who personally follows up any issues. Standard letters are sent to parents when pupils are absent without explanation or are not punctual. There are appropriate procedures for recording absence and identifying lateness. The headteacher liaises appropriately with the Education Social Worker who gives good support. The school recognises that the number of pupils that take holidays in term time affects attendance rates. Whilst parents are discouraged from this practice in a letter about official school holiday dates the current strategy has proved to be ineffective.
42. Procedures for child protection and promoting pupils' well being, health and safety are very good. There is a designated person for child protection purposes. The school has adopted the local education authority's procedures. Since the last inspection the school has introduced its own policy which gives clear guidance to staff. As a result, they understand their responsibilities and are aware of the child protection procedures. The health and well being of pupils is promoted through the curriculum and by visiting professionals, for example, the police who teach 'stranger danger'. Pupils learn about the value of exercise, the need for healthy eating and the need to care for themselves. There is a healthy eating policy to encourage pupils to bring fruit to eat for their snacks. Sex education and the dangers of substance misuse are taught to older pupils. Year 6 pupils take part in Crucial Crew activities, which are arranged jointly by the emergency

services. There are appropriate safeguards to ensure the safety of pupils taking part in off-site activities. Arrangements for school meals are good.

43. There are very good health and safety procedures and the governing body discharges its responsibilities wisely. The headteacher is the responsible person and a health and safety policy complies with the local education authority's guidelines. The governing body's Safety Advisory Committee monitors health and safety and inspects the school annually. The inspection team comprises the headteacher, a designated governor, the staff representative and the head cook. Issues are dealt with promptly and efficiently should they arise outside the inspection cycle. The school is maintained to a high standard. The supervision of pupils at playtime and lunchtime is good. Accident and emergency procedures are well established and there are sufficient staff qualified in first aid. Staff are aware of health and safety issues and take appropriate measures to safeguard pupils. Fire evacuation drills and fire alarm tests are carried out regularly. All statutory checks of equipment are carried out as required.

49. **Partnership with parents and the community**

44. The partnership with parents and the close links with the community are strengths of the school, which enrich pupils' learning and improve the quality of their lives. The quality of information that parents receive about the school and its curriculum is very good. The prospectus is well presented and contains appropriate information about the curriculum. Newsletters are used to keep parents informed about school activities and events. Each year at an open day, the school offers parents an opportunity to learn about an aspect of the curriculum and to see pupils and teachers at work. Handouts are published to support the information provided and last year the school produced a video film of its approach to the National Literacy Strategy for parents who were unable to attend the open day.

Annual reports to parents are written in plain language and fully meet statutory requirements. The reports are well presented and give a clear account of pupils' academic achievements and personal development. They also provide guidance to parents about how they might help their children improve. There are two formal consultation sessions each year and teachers are available at other times to discuss any issues. Most parents express the view that teachers are approachable and make themselves accessible. Parents of pupils with special educational needs are well informed about their children's progress. Target books keep them up to date and they are fully involved at all stages.

45. Parental involvement in pupils' learning is very good. Most parents are keen to support homework and want to help their children improve. The homework policy was published for parents following the last inspection to clarify for parents the school's requirements. Parents have been asked to support the National Literacy Strategy by helping their children with reading and spelling and each pupil has an appropriate record for these aspects of the strategy. Volunteers help teachers in classrooms on a regular basis. They provide help for teachers in design and technology lessons and other areas of the curriculum. The shared reading scheme is particularly successful in improving reading skills in Key Stage 1. Up to six parents share books with individual pupils on two afternoons each week. This ensures that a substantial number of pupils are supported in the time available and has a positive impact on pupils' attainment in reading. All the voluntary helpers are enthusiastic and competent. They are reliable and so give high quality support to pupils. There is an active Friends' Association, which raises funds to provide facilities and resources. In the past year they have funded the purchase of sand and water tables, books and book storage furniture.
46. There are good links with the local community. The school is an integral part of village life and there are close links with many local organisations, for example, scouts, guides and a drama group. The school works closely with the village childcare centre to ensure the smooth transfer of children into the reception class. They share facilities and resources. Pupils from the school enjoy breakfast and after school clubs organised by the centre's staff and take part in its holiday club. There are strong links with the local church. The minister takes part in school assemblies and arranges activities in connection with pupils' topic work, for example, a christening service. Visitors from a variety of backgrounds enrich pupils' learning. Pupils study the local

environment and learn about village life from older members of the community. Visits to places of interest and activity centres enhance pupils' understanding of the wider community. Pupils from Years 5 and 6 take part every two years in a residential visit and last year pupils visited a temple and a synagogue in Bradford. Arrangements to ensure the smooth transfer of pupils into secondary education are well established and pupils also take part in activities at the local secondary school. This ensures that most pupils make a successful transfer to the next stage of their education.

52. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

52. **Leadership and management**

47. The leadership, management and administration of the school are very good. The governing body and staff have responded very positively to the last inspection. They are very committed to the process of school development, so they are very well placed to make further improvements. The school has clear educational aims, values and policies. These show a strong commitment to the provision of a high standard of education for all pupils, the raising of standards of attainment and the establishing of good relationships and positive attitudes and values. These aims are widely shared by governors, staff and parents. As a result, the

school has a strong and positive ethos, within which the personal development of pupils receives significant attention.

48. The headteacher has a positive view of the school within the context of the local community and is successful in developing a shared sense of purpose. The strong leadership provided by the headteacher gives clear direction to the work of the school. He works with energy and purpose and the high standards which he sets, both as a teacher and a manager, are reflected in the quality of education provided. He is supported well by the acting deputy headteacher and staff, who work together as a cohesive team to fulfil the school's aims.
49. There are very good arrangements for monitoring standards and quality. The headteacher takes a leading role in this area by carrying out a detailed analysis and interpretation of the data and results from the school's monitoring and assessment procedures. This analysis is systematically used as the basis for individual and whole-school target setting and has been successful in raising standards of attainment. The headteacher sets high professional standards for the staff. Roles and responsibilities have been redefined in revised job descriptions and the headteacher ensures that these are properly fulfilled, by placing greater emphasis on monitoring standards and quality. He makes evaluative observations of teaching as part of a planned programme of monitoring that currently focuses on the quality of teaching of English and mathematics. He also visits all classrooms frequently and regularly teaches throughout the school. There are appropriate arrangements, which allow the acting deputy headteacher and curriculum co-ordinators to be released from class to support this monitoring. The School Development Plan identifies the extending of this initiative to include other subjects as a priority for the current year. These arrangements work well and, as a result, senior staff are well aware of the school's relative strengths and weaknesses. The headteacher uses the outcomes of the monitoring programme effectively to inform aspects of planning for school and staff development.
50. The School Development Plan is good. It is detailed and thorough in setting out the school's agreed priorities and the headteacher ensures that the staff and governors are fully involved in the development process. Governors and senior staff are appropriately forward looking in their development planning. For example, the school budget is under considerable pressure, but the school's senior managers are already preparing plans to ensure that the budget remains in balance for the years ahead. Development initiatives are accurately costed and links are made to the school's delegated budget and additional grant funding. This ensures that resources are available to carry out planned improvements. Governors and senior staff monitor all initiatives carefully against realistic success criteria and agreed timescales. Together, these arrangements ensure that most targets on the school's development agenda are successfully met.
51. The governing body gives good support to the management and all other aspects of the work of the school. The chair of governors and other members of the governing body visit school regularly and termly meetings of the full governing body are held

in accordance with statutory requirements. In addition, individual governors have responsibility for monitoring the school's introduction of the National Literacy and Numeracy Strategies and for overseeing other important aspects of the school's work, such as provision for pupils with special educational needs or issues relating to health and safety. They carry out these tasks in close collaboration with the school's nominated co-ordinators and this serves to increase governors' awareness of and involvement in the work of the school. There are governors' committees for finance, policy, personnel and salary review. These committees have clear terms of reference and, as a result of their meetings, governors are fully involved in strategic planning and decision making in all major areas of the school's work and most statutory requirements are met fully. However, statutory requirements in respect of the regular appraisal of teachers' performance are not met. Previous arrangements lapsed at the end of the last school year and, as a result, the procedures for identifying and meeting individual teachers' professional development needs are weaker than they were.

57. Staffing, accommodation and learning resources

52. The school's staffing, accommodation and learning resources are satisfactory overall. They are

appropriately suited to the age range of the pupils and to the demands of the curriculum and make an effective contribution to the education provided by the school. These findings reflect those of the last inspection.

53. There are sufficient teachers to teach the number of pupils on the school roll. All teachers are suitably qualified to teach the National Curriculum and religious education. There are sufficient, appropriately qualified staff to teach children under five in the reception class. Throughout the school, there is a good balance of younger and more experienced staff. All full- and part-time teachers, except the newly qualified teachers, have subject responsibilities and there are co-ordinators for all aspects of the curriculum, including special educational needs. The support staff are appropriately matched to the demands of the curriculum and to the needs of the pupils, especially where this involves supporting pupils with special educational needs. They understand their roles clearly and this enables them to carry out their responsibilities well. There is good teamwork between teaching and non-teaching staff that effectively underpins the school's support for pupils with special educational needs. The school's clerical assistant is very efficient and helpful. Her work in day-to-day administration and in keeping open the channels of communication between governors, teachers, parents and the local authority enables the teaching staff to concentrate on their work with the pupils. Other staff, such as midday supervisors, are very much part of the team and so add positively to the ethos of the school.
54. There are satisfactory arrangements for the professional development of staff. There is a successful induction and mentoring policy that effectively supports newly qualified teachers. By working closely with an experienced mentor and contributing to planning as part of an established team, newly qualified teachers quickly learn to adopt the school's normal policies and practices and have the opportunity to strengthen and develop aspects of their work. Whole-school staff development needs are identified effectively through the School Development Plan. There has been extensive staff training in the areas of literacy, numeracy and aspects of information technology. This has proved to be very beneficial and has resulted in an improvement in the quality of teaching in these subjects. However, since July 1999, the

school has had no formal procedures for the appraisal of teachers' work. This aspect of staff development is unsatisfactory, as there are no longer ways of identifying and meeting an individual teacher's professional development needs.

55. The accommodation is very good and there have been several improvements since the last inspection. The site is spacious and attractive, with extensive grass and hard surface play areas, a secure play area for children under five, a wildlife area to enhance pupils' work in science and a newly levelled and seeded playing field. The buildings and classrooms are light, clean and airy. The size of classrooms allows for the effective delivery of the curriculum and there are appropriate areas where resources can be stored neatly, yet be accessible to teachers and pupils. There is a spacious hall for physical education and assemblies. Attractive displays enhance the appearance further and provide a stimulating working environment for the pupils. The displays celebrate pupils' achievements and motivate them to do their best. The school is maintained well and is in good decorative order. On-going improvements to the school buildings add to the quality of the school environment and this has a positive impact on pupils' learning.
56. Resources are good overall. There are appropriate resources for all subjects that enable teachers to illustrate their teaching and to plan practical tasks that reinforce pupils' learning effectively. The upgrading of resources for English and mathematics has made a significant contribution to the success of the school's introduction of the National Literacy and Numeracy Strategies. There are sufficient books to support the development of pupils' reading skills and pupils benefit from ready access to a satisfactory range of fiction and non-fiction books, both in classrooms and in the library. The current stock of books adequately supports work across the curriculum and presents appropriate images relating to gender, race and society. Each classroom is well

equipped with mathematics apparatus that is appropriate to the age of the pupils. There are good stocks of mathematics course materials that allow teachers to match work closely to the needs of different pupils in the class. There are sufficient resources for science to promote a good emphasis on experimental and investigative work. There are sufficient information technology resources and pupils have regular access to computers. The school has several new computers and is about to introduce the Internet, E-mail and a range of additional software. Staff training in their use has been planned for the Spring term. A good range of visits and visitors successfully enrich the use of the resources within school, particularly in history, English, and a range of topic work. Also, in science, history and geography, the school makes appropriate use of the local environment to successfully support teaching and learning.

62. The efficiency of the school

57. The overall efficiency of the school is good. The headteacher and governors ensure that the school is managed efficiently and well. These findings broadly reflect those of the previous inspection.
58. Financial planning is good. Financial needs are identified appropriately, in accordance with the needs of the school. Curriculum development planning is reviewed regularly by co-ordinators and changes agreed by the whole staff. Priorities for development are agreed by the headteacher and staff and funding sources are identified in advance. Professional development funding is allocated appropriately to support school improvement initiatives. The budget relating to special needs is used appropriately to promote the school's priorities in this area. Support for pupils with special educational needs makes a positive contribution to their good progress and enables the school to fulfil its obligations with regard to the Code of Practice. Prudent decision-making with regard to the use of the school budget in recent years has allowed for the targeting of key areas of development despite diminishing reserves. However, a steady decrease in the number on roll has reduced the end-of-year balance over time and outline plans have been developed to deal with the projected budget shortfall after the current financial year. The governing body has a lively interest in the school's financial situation and plays an appropriate part in the budget-setting process. There is good liaison between the headteacher, the local authority finance officer and the finance committee of the governing body and budget-planning meetings are held regularly in school.
59. Teachers are deployed satisfactorily. Subject co-ordinators oversee curriculum developments effectively. Support staff work closely with teachers, are well briefed and make an effective contribution to pupils' learning. The school makes good use of its learning resources and accommodation. Pupils are taught to handle books, artefacts, tools and equipment with care, respect and appropriate regard for safety. In recent years, the playground adjacent to the reception class has been successfully developed. Its use is well planned and this secure play area is regarded as a valuable resource providing additional opportunities for Early Years learning. The courtyards are appropriately used in the course of the year and older pupils maintain the containers and flower beds. The school grounds, particularly the wildlife area, are well used for science and topic work. The facilities provided by the local environment are used well to stimulate pupils' interest and promote learning in a range of curriculum areas, including history and religious education.
60. The efficiency of financial control and administration is very good. The last audit of the school, carried out by the local authority's audit staff, was completed with no significant issues arising. The school has established clear and unobtrusive day-to-day financial and administrative procedures. Use of the education authority's budget monitoring software ensures that the school administration officer has ready access to updated financial information. The finance committee receives regular financial statements for information and discussion, and minutes are circulated to all governors for consideration at their meeting. This enables governors to make decisions in the light of up-to-date financial information. The school administration officer provides effective support for the daily running of the school and enables the headteacher and staff to concentrate on their educational duties. There are well-established procedures in place for the checking and processing of accounts and invoice payments. The school administration officer also deals very efficiently with the school fund, journeys and swimming accounts, all of which are appropriately audited.
61. In the context of the school and its local environment, pupils' attainment on entry, the quality of education provided, the good progress made by most pupils, and the high standards

achieved by many pupils by the time that they leave the school, the school provides good value for money.

67. **PART B: CURRICULUM AREAS AND SUBJECTS**

67. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

62. Children are admitted to school in the September before their fifth birthday, with the youngest children attending part-time for the first term. They are admitted as part of a well-planned induction programme, which incorporates opportunities for children and parents to visit school prior to starting. This allows them to be introduced gradually to school and enables links with home to be soon established. At the time of the inspection, there were fourteen children under five in the reception class. A wide range of attainment is represented in the school's intake but generally their attainment is average. Boys and girls of all backgrounds settle well and make good progress in personal and social development, most aspects of knowledge and understanding of the world, creative and physical development and successfully achieve the standards outlined in the Desirable Learning Outcomes. In language and literacy, mathematical development and their use of information technology, children make very good progress and often exceed the standards expected by the time they are five. Those with particular needs are sensitively supported and make progress in line with other children under five. In the previous inspection, no specific judgements were made about the attainment or progress of children under five.

68. **Personal and social development**

63. The majority of children show confidence and a steadily increasing degree of independence in their response to activities and daily routines. They change for physical education, put on aprons for painting or wet activities, as well as their own coats before going outside, with a minimum of adult help. They respond readily to their teacher's questions, in the class group. They settle to tasks and concentrate increasingly well for short periods of time. Children show consideration for others and handle books and equipment carefully. They are able to co-operate with one another in construction or role-play, and generally take turns well when using equipment. The children are well motivated and their behaviour is good.

64. The Early Years co-ordinator has a good understanding of how young children learn. Along with support staff, she establishes good relationships with the children and successfully promotes good standards of behaviour by her high expectations. The reception class presents a secure and calm environment in which the children are encouraged to settle happily into school life. Topics such as, 'Myself', are carefully planned to promote children's self-awareness. Children's efforts are celebrated and their work is valued and well presented around the classroom. This promotes the development of children's self-esteem and encourages them to be proud of their work.

70. **Language and literacy**

65. Children quickly learn to enjoy stories and rhymes. They listen attentively and most readily join in with repeated refrains. Within a small group, most children express themselves confidently, using appropriate vocabulary. In the 'Hospital' role-play area, children initiate appropriate remarks and make responses, demonstrating their ability to communicate ideas simply and effectively. Children are very interested in books. They understand that words and pictures convey meaning. Most children begin to recognise their names and a number of common words. By the time they are five, children are familiar with the characters in their reading books and some children are well launched on the early stages of reading. They practice the formation of letters and learn to identify the sounds they make. By the time they are five, most write their own names and some express their ideas independently in writing, using simple words and phrases.

66. The quality of teaching and provision is good. Children are introduced to the literacy hour. Stimulating texts are shared, followed by a wide range of practical activities which are carefully matched to children's attainment, promote their involvement and successfully extend and reinforce learning; as when children searched for plastic letters in the water tray in order to spell familiar words on laminated sheets. Stimulating opportunities are provided for children to explore imaginative language. Throughout the year role-play situations are set up inside and outside the classroom, including a travel agent and outdoor café. Children's progress is successfully tracked. Assessments are carried out meticulously and regular opportunities for assessment are used well to observe, record and update what children know and can do. This information is used directly to inform the planning of future work.

72. **Mathematics**

67. Children develop a sense of number, order and sequence through daily counting routines, activities and rhymes, as well as increasingly structured sessions, introducing children to the requirements of the National Numeracy Strategy. They make steady progress in learning the names of colours and two- and three-dimensional shapes. Children match and sort by shape and colour, and competently make sets, for example, of favourite bonfire food. They understand mathematical language, and use vocabulary such as more, less, bigger and smaller, accurately in their work and play. They make very good progress in developing numeracy skills and by the age of five most children recognise and record numbers to 10, make sets of a given number, and higher attaining children carry out basic computations, such as adding numbers within ten.

68. The quality of teaching and provision is good and all opportunities are taken to develop children's awareness of mathematics. Careful, detailed planning ensures that children have access to a sufficient range of first-hand and formal and informal practical experiences. These promote their use of appropriate language and secure their mathematical understanding. For example, children's work on squares was linked to a favourite storybook and reinforced with associated artwork. This increased children's enjoyment and improved their progress. Children's work is carefully assessed and any written work annotated well. The information gained is used effectively to plan the next stage of children's learning and to guide support.

74. **Knowledge and understanding of the world**

69. Children successfully acquire a sound knowledge and understanding of their world through a range of stimulating activities. They learn about the properties of materials such as sand, water and clay by handling them. Their understanding of how materials change is promoted through activities such as baking, as when children mixed, shaped, decorated and baked Christmas biscuits. Children operate the tape recorder when listening to familiar story tapes. They use the computer very well to support their learning and acquire high standards of competence by the time they are five; for example, controlling the mouse to move graphics on the screen in number, language and art based programs.

70. The reception classroom and secure outside area is carefully planned to stimulate children's curiosity and learning, with a good range of opportunities for them to explore and select materials and activities. Good teaching of interesting topics, supported by stimulating experiences, encourages children's motivation and involvement; for example, a range of practical experiences presented in the classroom enables children to develop awareness of their senses of touch, hearing, sight and smell.

76. **Physical development**

71. Children move safely and confidently in and around the reception classroom. They enjoy regular opportunities to be active in physical education lessons, using the large apparatus and developing growing confidence in climbing and balancing. Sessions in the secure outdoor area provide good opportunities for a range of both structured and vigorous free play. Children successfully develop skills of control and co-ordination as they manoeuvre wheeled vehicles around this area. They also have daily opportunities to experience the greater space offered by the large playground. By the time they are five, children demonstrate a good awareness of space and change speed and direction competently. Children have opportunities to use large and small construction materials and equipment and many children demonstrate good manipulative skills. This is also apparent when children use scissors in creative activities. Many children make good progress in pencil control and are able to use tools and a range of markers with growing dexterity.
72. The quality of teaching and provision is good. The staff plan for this area of learning both in and outside the classroom. Good use is made of the accommodation and resources to provide ample opportunities to successfully promote children's physical skills. In recent years, the development of the secure outside area, as part of a local authority School Improvement Project, and the purchase of good quality outside play equipment, has successfully broadened the range of activities available to children under five. The use of the area is well planned and provides an effective extension to the learning environment of the reception classroom.

78. **Creative development**

73. Children listen to, sing along with and carry out the actions to an increasingly wide range of songs and rhymes. They are also familiar with a range of musical instruments. Children mix paint and express their ideas confidently, using techniques including marbling, as well as printing with fruit and vegetables. They make simple models and demonstrate well-developed cutting and sticking skills; for example when making cardboard box houses, Christmas angels and calendars using felt. Many children use their imagination well in their play and activities; as when they express their ideas in role-play, such as visiting the classroom shop, or bathing the baby.
74. The quality of teaching is good. Planning gives a clear picture of the activities for each area of this provision. Experiences are varied and staff interact well with the children. Good support is given through careful preparation and organisation of materials whilst successfully promoting children's free expression and development of their imagination.

80. **ENGLISH, MATHEMATICS AND SCIENCE**

80.

English

75. The results of statutory tests at the end of Key Stage 1 in 1998 indicate that pupils' overall attainment in reading was in line with the national average but below similar schools. Pupils' results in writing were in line with the national average but well below similar schools. The results of 1999 National Curriculum tests indicate that standards have improved. Pupils' average test scores at the end of Key Stage 1 were well above the national average and above average for similar schools in both reading and writing. Inspection findings indicate that pupils' skills in speaking and listening are in line with the national average overall. In reading and writing, current Year 2 pupils are on course to attain standards well above the national average by the end of Key Stage 1.

76. The results of statutory tests in 1998 indicate that overall levels of attainment in English by the end of Key Stage 2 were above the national average but below average for similar schools. From 1996 to 1998, results overall were above the national average in English. The results of 1999 National Curriculum tests in English indicate that pupils' average test score at the end of Key Stage 2 had risen and was well above the national average and above average compared with similar schools. Inspection findings indicate that the current Year 6 pupils are on course to attain overall standards in English well above the national average. These findings mark an improvement since the last inspection, when most pupils were judged to attain the expected levels for their age, with some pupils exceeding these levels.
77. Pupils successfully transfer their speaking and listening skills to other subjects. For example, in a religious education lesson, Year 1 pupils express their own ideas clearly when discussing right and wrong, in the context of the Christmas story and a story about the innkeeper's daughter. Older Key Stage 2 pupils listen attentively to each other's ideas and use appropriate vocabulary when considering women's role in Roman society, focusing on ways in which women's roles have changed over time. Pupils' competence in literacy is used very effectively to support work in other subjects, as when pupils wrote about the invasion of Britain by the Vikings, from a raider's point of view. Information technology is used successfully to support pupils' work in English, with the introduction of a range of spelling and word processing programs at appropriate levels throughout the school.
78. By the age of seven, most pupils articulate words clearly and express their ideas confidently, using increasing vocabulary, when considering their shared text in the literacy hour and searching for words with particular endings. In the class group, they listen with interest to the teacher and other pupils and readily make appropriate contributions. By the age of eleven, pupils talk assuredly about their work. They are keen to talk about books they have read, giving clear and accurate descriptions of characters and sensible predictions of possible outcomes. In classroom discussions, they put forward their arguments thoughtfully and sensibly, and listen to the opinion of others with concentration. Pupils have opportunities to address their class and larger groups when they participate in drama activities and class assemblies.
79. In Key Stages 1 and 2, pupils read regularly in a range of contexts, individually and in small and larger groups. They also take books home each week. By Year 2, they begin to develop a range of strategies to establish the meaning of new words, including an increasing sight vocabulary and knowledge of phonics. Pupils recall and talk about events in the books they are reading and express their opinions about them in basic terms. Year 6 pupils read texts at an appropriate level with increasing fluency and expression. They comprehend the significant events and main themes of their books and some pupils use their skills of inference and deduction when analysing texts. Most pupils are keen readers and discuss their reading preferences with animation. In both key stages, pupils enjoy books and approach a range of fiction and non-fiction books with interest and confidence.
80. By the age of seven, most pupils express their ideas in appropriately sequenced, simple sentences, often demarcated by full stops and capital letters. They form letters correctly and by the end of Year 2 most handwriting is joined. By eleven, pupils write for an increased range of purposes and in a variety of formats, including letters, biographies, instructional writing, accounts, stories and poetry. They plan their writing effectively, as a means of organising and developing their ideas. Many demonstrate a good knowledge of grammar and punctuation, writing confidently, in both narrative and non-narrative styles. Pupils have opportunities to write at length. They express a wealth of ideas in a lively and imaginative style, increasingly developing their work using complex

sentences, with correct punctuation and spelling.

81. Many children enter the school with weaknesses in their language skills. They make good progress on entering the reception class, and by the time they are five their language and literacy skills are in line with those expected for their age, with many children exceeding these standards. In Key Stages 1 and 2, pupils make very good progress overall, attaining standards well above average by the end of the key stages.
82. In both key stages, pupils make good progress in acquiring the skills of reading, writing, speaking and listening. Teachers know their pupils very well and match work appropriately to their needs. There are no significant differences in the progress of pupils of different background or ethnicity. In the statutory tests at the end of Key Stages 1 and 2 over the last few years, girls have performed better than boys in reading and writing in Key Stage 1, although boys' results were better than girls in English overall at Key Stage 2. However, in the 1999 statutory tests, there are indications of an improving trend in boys' result at Key Stage 1 and more girls than boys attained the higher levels in English at the end of Key Stage 2. The school is aware of past results and is appropriately monitoring the progress of boys and girls. Pupils with special educational needs are well supported. Their individual education plans often focus on language and literacy targets. These are well implemented and pupils make good progress.
83. Throughout the school, pupils' attitudes to learning are very good. During their daily literacy hour, pupils demonstrate a keenness to listen to excerpts from 'big books' or shared texts; they eagerly answer questions and make contributions during these sessions. In addition, pupils enjoy listening to stories told, or read to them, by adults at the end of the day or in other lessons, such as religious education, or assembly. Pupils are very interested in their work. They engage purposefully with their tasks and work with high levels of concentration, even when the teacher is focusing on another group. They are well behaved and respond positively to their teachers and other adults, as when pupils take part in regular, additional paired reading activities with particular parent helpers. Pupils are co-operative and collaborate effectively when required to do so, as when Year 6 pupils worked in small groups to prepare dialogue appropriate to specific characters in a Shakespearean play. When preparing written work, particularly for a special topic book or for display, pupils take pride in their neat handwriting and careful illustrations.
84. The quality of teaching of the younger children is consistently good. In Key Stages 1 and 2, teaching is good overall, with some very good teaching at the upper end of Key Stage 2. Teachers have a high level of interest in their pupils' learning. The National Literacy Strategy guidelines are used very well and form the basis of thorough long- and medium-term planning. In most instances, short-term lesson plans highlight clearly what specific skills pupils are to learn or develop further. Questioning is used effectively to promote learning and check pupils' understanding. Marking is supportive, encouraging and particularly well used to further teaching points made in lessons. Homework is used constructively to promote pupils' reading and spelling development. Parents are supportive and this makes a positive contribution to pupils' progress. When teachers have additional support within the classroom, it is used well in support of individuals and groups of pupils and successfully promotes their learning. Teachers have good subject knowledge and successfully use other areas of the curriculum to extend pupils' literacy skills. Where teaching is most successful, for example at the end of Key Stage 2, teachers' expectations of pupils' involvement and application are particularly high. Also, the results of regular assessments are used very well. They are shared with pupils to provide valuable individual targets for learning and inform teachers' short-term planning. Where teaching is less successful, in both key stages, teaching points are not sufficiently sharply focused or reinforced, promoting pupils' satisfactory, rather than

good, progress towards the learning objectives of the lesson.

90.

Mathematics

85. Pupils' attainments in mathematics are well above average by the end of both key stages. For the last five years, almost all pupils have attained the nationally expected standard by the end of Key Stage 1. In the most recent tests, the percentage of pupils exceeding the nationally expected standard also rose above the national average. Standards at the end of Key Stage 2 have improved steadily. The percentage of pupils attaining the nationally expected level for eleven-year-olds has improved by around 20 percentage points over five years and was well above average in the most recent tests. There have been similar gains at the higher level, where the percentage exceeding national expectations was above average in the 1999 tests. These results are in line with those found in similar schools and represent a considerable improvement on standards reported in the previous inspection. Evidence gained during this inspection indicates strongly that high standards of attainment in mathematics are being maintained. Almost all pupils in the present Years 2 and 6 are on course to attain nationally expected standards for seven- and eleven-year-olds and an increasing number are on course to achieve higher than average levels.

86. All pupils, including those with special educational needs, make good progress in mathematics. In Year 1, almost all pupils recognise and accurately read all numbers up to 20, and many are confident to 100. They all add and subtract numbers to 10 and higher attaining pupils have a good command of number bonds to 20. Mental agility is developing well. Pupils count in twos and tens and accurately double digits to five and above. Higher attaining pupils use 'nearly doubles' effectively as an addition strategy. Most recognise and use simple relationships and patterns as the basis for sorting and classifying, with higher attaining pupils suggesting original criteria. By the end of Key Stage 1, most pupils use their knowledge of addition and subtraction facts to solve problems involving higher numbers; higher attaining pupils do this 'mentally'. They are familiar with money and carry out 'shopping' activities confidently. They recognise halves and quarters in areas and begin to use such mathematical terminology in their everyday language. They are confident with simple times-tables and higher attaining pupils use this as a way of solving problems. All pupils name simple geometrical shapes accurately, with higher attainers describing properties such as number of sides and angles. Most pupils use simple measuring apparatus appropriately

and some are beginning to be aware of and use units such as centimetres, grammes and litres. They collect simple data and present it on block graphs. Higher attaining pupils accurately interpret information presented in this way.

87. In Key Stage 2, pupils in Years 3 and 4 extend their knowledge of times-tables. Many deal competently with $\times 3$, $\times 4$ and $\times 6$ and higher attainers respond quickly and accurately to $\times 10$. They understand place value to 100 and use this to increase or decrease parts of numbers and to multiply by 10 and 100. Their understanding of fractions develops as they find simple fractions of numbers and higher attaining pupils begin to understand equivalent fractions. By the end of Key Stage 2, many pupils have sufficient grasp of place value to accurately convert centimetres to metres and vice versa. They understand decimal notation and add and subtract using two decimal places. They have a good range of strategies for carrying out quite complex mental calculations and higher attaining pupils explain their thinking clearly, using appropriate mathematical vocabulary. Most pupils have a good understanding of shape, space and measures. They understand symmetry and accurately identify the symmetries of two-dimensional shapes with higher attainers representing mappings in four quadrants. They know the rough metric

equivalents of common imperial measures and accurately convert from one to the other. They have well-developed data handling skills. They collect and display data in an increasing variety of ways, including computer generated pie charts and line graphs. Higher attaining pupils interpret a straight-line conversion graph confidently.

88. Pupils' attitudes to mathematics are good. They look forward to their lessons and enjoy using their individual number cards in oral work. They are very attentive and follow the teachers' instructions carefully. This enables them to work independently, when required to do so, and allows the teacher to target support where it is most needed. This benefits pupils of all levels of attainment and results in good overall progress. Pupils quickly settle to work in their groups. They co-operate well to carry out group tasks, use apparatus sensibly and maintain a good rate of work. This makes a large contribution to pupils' progress in lessons, which is sometimes very good. Behaviour is very good, particularly when not directly supervised by adults. Pupils take a pride in the presentation of their work. This is a particular strength in upper Key Stage 2.
89. The quality of teaching has been maintained since the last inspection and in some respects it has improved. The overall quality of teaching in both key stages is good. Teachers' knowledge and understanding of current requirements for mathematics and of the school's response to the National Numeracy Strategy are good. This is a strength of the teaching of mathematics that reflects in the quality of teachers' planning. Planning is effective, as it presents aspects of the subject in a clear and logical sequence of questions and activities. Teachers make good use of the school's scheme of work. The scheme includes a well-conceived progression of skills that effectively guides teachers in planning lessons that have clear learning objectives for pupils of differing levels of attainment. Teachers' effective introduction of the Numeracy Strategy means that most lessons have a good structure that makes good use of time to maintain the pace and variety of activities. These features result in secure and effective learning, as pupils develop understanding in small, logical steps. All teachers have good relationships with their pupils. As a result, most pupils have good attitudes and want to do their best. A consistently good feature across both key stages is the teachers' use of on-going assessment. Short-term planning is based securely on pupils' prior attainment and there are examples of planning that has been adapted on the basis of pupils' performance in the previous day's lesson. This level of detail ensures that tasks are closely matched to pupils' on-going learning needs and this increases the progress that they make. In most classes, teachers use information technology well to support pupils' mathematical learning.

95. **Science**

90. The school provides a very well balanced coverage of the national curriculum for science. Investigative and experimental work, for instance, is taught thoroughly and progressively across the school. As a result,

pupils' attainments in science are above average in both key stages. Teacher assessments for seven-year-olds and test results for eleven-year-olds, together with the evidence from pupils' work and the school's assessment portfolio reflect these findings. Teacher assessment suggests that fewer pupils than average attain higher levels in Key Stage 1, but the test results for eleven year olds indicate that significantly more pupils than average reach higher levels.

91. In Key Stage 1, pupils have a good knowledge of how plants and living things grow, and of the conditions necessary for their survival. They know about the effects of heating and cooling on materials. They can identify which home appliances require electricity, and more able pupils can further identify those that require batteries. Pupils use toy cars rolled down ramps of different degrees of inclination to develop their understanding of how to conduct fair tests. By the end of Key Stage 2, pupils know the different states in which matter exists, and how some changes in state can be reversed. They know how water can be evaporated, and how mixtures can be separated by filtration. They describe how electrical circuits can be switched on and off, and draw accurate simple circuit diagrams. They identify the organs within a flower such as the petals and

stamen, and as part of their 'green topic' they know about food relationships between plants and animals. They explain how forces work on an object to produce or inhibit movement.

92. Across the different attainment targets, pupils now make good progress in both key stages, and this represents a significant improvement in the school's achievements in science since the last inspection. They build on work in Key Stage 1 and use investigative skills to consolidate and broaden their knowledge. They use planning boards in Key Stage 2 to improve their understanding of fair testing. Knowledge of life processes in Key Stage 1 is used to develop their awareness of the effects that mankind can have on the environment in Key Stage 2. They use reference books and information technology to good effect. Pupils of different levels of attainment make equally good progress.
93. Pupils enjoy the work that they do in science. They particularly like opportunities for practical experiments and investigative activities. Pupils in Year 2, for instance, show patience and application in trying to make simple electrical circuits operate lights and buzzers. Pupils in Year 6 are inventive and persistent in exploring the optimum conditions in which water will evaporate. As pupils progress through the school, they show a growing ability to work together in practical tasks, and a growing

maturity in discussing scientific ideas with their teachers. They show very good awareness of the need to treat equipment and substances with care and precision. Older pupils, in particular, adapt well to the roles of responsibility which teachers give them in science lessons.

94. Teaching is good in both key stages. Lessons are well planned and are based on a secure knowledge and understanding of the subject. In most lessons teachers demonstrate high expectations of what pupils can achieve and provide a range and variety of activities which ensures that they are motivated. Clear and simple demonstration, for instance, enables Year 1 pupils to learn how to make electrical circuits work. In Year 6, teachers use quite complex two-stage activities, which involve both filtering and evaporation to show pupils how both insoluble and dissolved material can be separated out from water. Resources and equipment are prepared in advance to ensure that time is used to good effect. Teachers are quick to notice when pupils fail to understand instructions, and adapt their presentation accordingly. The wildlife area is used to good effect in helping pupils to understand living processes. Teachers use assessment particularly well in science, and this contributes significantly to the progress that pupils make. Daily planning sheets are evaluated to

pick up on areas where pupils have had difficulty, and the information used to revisit work where necessary. Portfolios of evidence help teachers to have a very clear picture of the progress that pupils make in the longer term, and individual pupil records are used to give both pupils and their parents an accurate and useful profile of their strengths and weaknesses. Teachers manage pupil behaviour well in science lessons, generally by conducting their teaching at a brisk pace and keeping pupils firmly focused on their work. In those very isolated cases where pupils misbehave, teachers show a calm and purposeful authority, which not only deals effectively with the incident, but also ensures that other pupils are not distracted by it. Teachers clearly enjoy very good relationships with their pupils, which contributes to the progress that pupils make in their learning.

100. **OTHER SUBJECTS OR COURSES**

100.

100.

Information Technology

95. The standard of pupils' attainments is in line with national expectations by the end of both key stages.
96. By the end of Key Stage 1, pupils use the mouse and keyboard competently and can describe what they are doing. Pupils use word processing programs with confidence and perform simple on-screen editing to produce a satisfactory standard of finished work. Pupils enter information and store and retrieve data. They respond to signals and commands to make a picture and then select the correct options to print it.
97. By the end of Key Stage 2, most pupils use word processing effectively, with higher attaining pupils producing work that is above the standard normally expected at this age. They use edit facilities with confidence to select fonts, change size and introduce colour when presenting their poems. They use 'spellcheck' to improve the accuracy of their finished work. They investigate life in past times using a simulation program that allows them to

'visit' a Viking house or a Roman villa. Pupils use information-handling software effectively to support their work in science and mathematics. They enter data, then amend and control the way it is presented, for example, in pictograms, block graphs and line graphs. They use control technology effectively to enter commands that make the screen turtle perform a pre-determined pattern of moves.

98. Pupils of all abilities, including pupils with special educational needs, are making good progress. Pupils make good gains in their computer skills and in the knowledge and understanding of how to use the computer to good effect. This results from the school's recent acquisition of improved resources for the teaching of information technology and from the successful introduction of a revised policy. This policy provides time for the direct teaching of skills, alongside a very good level of integration of the application of information technology within the curriculum as a whole. This is an improvement on the provision at the time of the previous inspection.
99. In Key Stage 1, younger pupils in Year 1 are introduced to the basic computer skills of using the mouse and keyboard. They learn to 'drag and drop' when they dress Teddy or place symbols on a weather map. They make simple Christmas tree pictures using a 'draw and paint' program. By Year 2, pupils use the word processor to combine digital photographs and text after an educational visit. They enter data into a simple information-handling program with increasing confidence and their use of computer art develops as they make more detailed portraits. They begin to understand that devices can be controlled using information technology when they are introduced to the programmable 'robot'. As they move through Key Stage 2, pupils acquire greater in-depth knowledge of word processing when they use the computer to simulate a newspaper page. Frequent opportunities in mathematics and science lessons increase pupils' information-handling skills. Pupils learn to use information technology as a tool for simple research, when they combine text and pictures from a database to write extended accounts in history. They make appropriate gains in their understanding and use of all areas of information and communication technology.
100. Pupils' attitudes to information technology are good. They enjoy working with computers and get a high degree of satisfaction and self-esteem from the results that they achieve. Pupils listen attentively to instructions and concentrate hard. They are reliable and responsible and their behaviour is very good when working independently. Pupils work well together and communicate freely. They give each other constructive help that allows them to complete tasks successfully. This quality of response is an important contributory factor in securing good progress, as much information technology work runs alongside other classroom activities, with occasional input from the teacher or classroom assistant.
101. The quality of teaching is good in both key stages. Most teachers have a secure knowledge of the subject. Where teachers are less confident, teaching lacks clarity and authority. When the teacher is unable to demonstrate a new program effectively, as in one lesson in upper Key Stage 2, pupils make little real progress and this is unsatisfactory. In Key Stage 1, information technology projects complement work in subjects such as English and mathematics, as pupils use the computer as a means of practising particular skills. In Key Stage 2, the use of information technology is integrated effectively into the curriculum. Pupils use computers widely to support their work in subjects such as English, mathematics, science, history, geography and art. This approach has a beneficial effect on pupils' confidence and competence in the use of information technology and on their learning across the curriculum. Teachers plan effectively, choosing software and activities to support these curriculum areas appropriately. In Key Stage 2, these are targeted effectively to match the abilities of the pupils and so effectively extend their knowledge and skills. Teachers organise and manage

information technology activities well, especially in upper Key Stage 2, where they have clear expectations of pupils' capacity to work independently, yet give effective support when needed. Day-to-day assessment in information technology is informal but effective.

107.

Religious Education

102. By the end of Key Stages 1 and 2, pupils' attainment is consistent with the requirements of the Locally Agreed Syllabus. These findings reflect those of the previous inspection, when standards were found to be satisfactory throughout the school.
103. By the end of Key Stage 1, pupils know the major feasts of the Christian calendar and are beginning to appreciate the significance of celebrations, such as Harvest Festival. They are aware of the role of the vicar in the church, and the part played in significant events such as christening. Pupils are familiar with a range of Old and New Testament stories and characters, such as Noah. Moral themes, such as caring for each other, are approached through appropriate stories, such as 'The Innkeeper's Daughter'. Pupils know of significant events in the life of Jesus, celebrated at Christmas and Easter. Pupils are also introduced to other world faiths, notably Judaism. By the end of Key Stage 2, pupils have a more detailed knowledge of feasts and seasons of the Christian year. They know about some of the books of the Bible and also know aspects of major world religions, including Hinduism and Islam.
104. Pupils make satisfactory progress in Key Stages 1 and 2. In Key Stage 1, younger pupils make sound progress in developing self-awareness through topics, such as, 'Myself'. Pupils learn that the Bible is a special book containing accounts of the life of Jesus, and stories that he told. They can give a simple account of the birth of Jesus and are becoming aware of the symbolism of giving gifts at Christmas. They begin to learn about the church as a significant building for Christians, and older pupils in the key stage visit Selby Abbey, as part of their topic entitled, 'My Town'. In Key Stage 2, pupils gain greater insight into Christian feasts, including Christmas. Younger pupils gain increasing awareness of some of the traditional ways in which this festival is celebrated in other countries. Older pupils study in detail the accounts of the birth of Jesus given by Matthew and Luke in the Bible. Pupils gain an insight into symbols and artefacts associated with Christianity when they make visits to local churches. Earlier this year, pupils made good progress in understanding traditions and customs associated with other world religions when they visited a Hindu temple and a Jewish synagogue. In both key stages, there are no significant differences between the progress of boys and girls or pupils of different backgrounds or ethnicity. Pupils with special educational needs are supported appropriately and make satisfactory progress.
105. Pupil' attitudes to learning are good at both key stages. They show interest, readily answering questions and talking about what they have learned. They share their thoughts readily with their teacher and other pupils and show respect for the views of others.
106. The quality of teaching is satisfactory at both key stages. Teachers' knowledge and understanding of the subject are sound overall. A suitable range of artefacts has been built up and teachers plan a good range of activities, which successfully promote pupils' knowledge and understanding. For example, pupils in the reception class reinforced their learning about significant events, with role-play in the form of a christening in the local church, supported by the vicar. Care is taken to ensure that religious education lessons are often linked to pupils' work in other areas, promoting relevance, pupils' interest and progress. For example, Key Stage 2 pupils learn about the Year in Nature to promote understanding of the concept of the Church Year. Class teachers give appropriately supportive feedback during lessons. However, they do not assess pupils' progress

through topics as a basis for planning and preparation of further work. This weakens planning; it is simply based on the general requirements of the Locally Agreed Syllabus, not on what pupils actually know, understand and can do. This reduces the progress that some pupils make.

Art

107. Inspection evidence, including lesson observations, the scrutiny of pupils' art work displayed around the school and an examination of teachers' planning and subject documentation indicates that pupils make good progress overall at Key Stages 1 and 2. By the time they leave the school, many pupils produce a good standard of work for their age. Pupils with special educational needs are encouraged, appropriately supported and make progress in line with other pupils in their class. There are no significant differences in the progress of pupils of different gender, background or prior attainment. These findings broadly reflect those of the previous inspection, when attainment was found to be above expected levels in both Key Stages 1 and 2.
108. Younger pupils learn colour mixing and produce paintings depicting themselves, a rainbow and autumn leaves. They demonstrate a growing awareness of colour and pattern in their work on animals and their camouflage. Pupils work successfully in clay, modelling hedgehogs and autumn leaves. They also have experience of working with a range of materials, including fabrics, when creating a dinosaur collage. In Year 2, pupils continue to explore patterns and mix paints to create warm and cold colours. They also demonstrate a developing visual perception in their close observational drawings of autumn fruits and nuts, including brambles, acorns and conkers. Some of the work of younger Key Stage 2 pupils lacks a sense of depth and proportion, notably their painting of a longboat and chalk and oil pastel pictures of the Viking invasion, in work linked to their history topic. Moreover, in creating a Christmas collage depicting the three kings, composed principally of squares of coloured paper, pupils did not build on the skills gained in Key Stage 1. Older pupils' work continues to successfully support cross-curricular topics; for example, when making Roman jewellery, Year 6 pupils used four different modelling materials, which were examined before and after heating. Thus, their work successfully linked and promoted their learning in science, history and art. In both key stages, pupils make good progress in using art based computer programs. They produce pictures and effects, which are often used to enhance the presentation of work across the curriculum. Key Stage 2 pupils make particularly good progress in learning about, and gaining an appreciation of, the work of famous artists. They successfully use artists' work as an inspiration for their own. For example, when working with a visiting artist, younger pupils in the key stage studied paintings by Picasso and used similar techniques in their own work. Older pupils, using a range of media, produced a large work depicting over-sized people, when focusing on the work of Beryl Cook.
109. Pupils have positive attitudes to art. They are keen to participate and they talk about their completed work readily. In the lesson observed, pupils listened carefully to instructions, shared equipment sensibly, and took a pride in their work.
110. Art is taught well. Teachers have secure subject knowledge. They plan their lessons thoroughly, ensuring that pupils have sufficient resources to complete projects successfully. They frequently use the example of acknowledged artists as the starting point for pupils' explorations and reinforce this effectively by providing opportunities to meet working artists. Care is taken to link art to other subjects, effectively adding relevance to what pupils learn. Pupils' interest is effectively sustained by activities such as the after school art club for Years 5 and 6. Pupils' learning in art also contributes successfully to their broader spiritual and cultural development; for example, they observe with

wonder the beauty of the natural world found in flowers and plants and they come to appreciate the work of Yorkshire artists such as David Hockney. There is, however, scope for teachers to use more examples from the works of non-European artists, as this would strengthen the multicultural dimension of pupils' learning. Pupils' efforts are celebrated and their work is carefully mounted and displayed effectively in classrooms and around the school.

116. **Design and Technology**

111. By the time that pupils are seven and when they leave the school aged 11, they attain appropriate standards for their age. Most pupils, including pupils with special educational needs, make satisfactory gains in the skills of designing and making as they move through the school. The design process is established particularly well in upper Key Stage 2, and so many pupils make good progress in this aspect of their work. There is however scope to give greater emphasis to this aspect in the work of younger pupils.
112. In Key Stage 1, pupils use an appropriate variety of construction apparatus to make simple models. They cut shape and join paper, card and malleable materials to make greetings cards, rainbow 'spinners', Christmas decorations and buildings and features for a model landscape. They sometimes use drawings to show their design intentions and to record what they have made, though this is not prominent in their recorded work. In Key Stage 2, the design process becomes more prominent. Pupils learn to work to, and later establish, design criteria. Their design drawings incorporate detailed lists of tools and materials and increasingly accurate specifications and

construction ideas. This provides worthwhile opportunities for pupils to use their numeracy skills and results in good working models; the Roman 'ballistae' made by pupils in Years 5 and 6 approximate well to the original plans. Older pupils in a parallel class test and evaluate their work as their project proceeds. A variety of designing and making projects, including Viking houses and boats, Roman soldiers, clay lamps and siege machines, give pupils the opportunity extend their skills by working with a good range of tools and materials.

113. Pupils respond well to the teaching of design and technology. They become absorbed in their projects and their work rate is high. All pupils use tools and other equipment safely and sensibly. They take care and show pride in the quality of their finished models. They are attentive when the teacher or classroom assistant offers advice and this adds to the progress that they make. They show appreciation of other pupils' work when this is shown during the plenary session.
114. The teaching of design and technology is satisfactory overall. Teachers' planning presents an appropriate balance of designing and making activities in Key Stage 2, although there is scope for greater attention to the design aspect in Key Stage 1. There are good links to other areas of the curriculum. This gives greater coherence to pupils learning and has a positive impact on pupils' progress. Teachers plan and prepare their lessons thoroughly. They know exactly what pupils are expected to achieve and ensure that all of the necessary tools, materials and other resources are readily available. In the best lessons, this allows pupils to work independently, take responsibility and make choices about their work. This approach, apparent in lessons in upper Key Stage 2, has a beneficial impact on pupils' progress. However, in one lesson, the teacher over-directed events. Pupils had no opportunity to experiment with techniques, incorporate their own ideas or solve the problems that arose. This was unsatisfactory, as pupils made little real progress in their understanding of the processes of designing and making.
120. **Geography**
115. Owing to the school's arrangements for teaching geography across the year, only one lesson could be observed during the inspection. Additional evidence from discussions with pupils and the scrutiny of their work indicates that they make

satisfactory progress.

116. In Key Stage 1, pupils learn to make weather maps using appropriate symbols. They can identify some effects of weather on people and their surroundings. They draw a reasonably accurate plan view of their classroom. They describe their own locality and identify some features that they like and dislike about it. In Key Stage 2, pupils develop good map skills and use co-ordinates with accuracy. They compare and contrast their local environment with others such as parts of Scotland, and successfully place some towns on a map of the United Kingdom. Higher attaining pupils can describe an area in detail, making valid links between aspects of human and physical geography. There is good evidence in the assessment portfolio of pupils' ability to produce extended writing, for instance in contrasting their own environment with that of Tunisia.
117. There is insufficient evidence against which to make an overall judgement on the teaching of geography or on pupils' response. However, teaching was good in the lesson that was seen. Work in geography is well planned, and the school makes good use of educational visits and cross-curricular opportunities to link geography and other subjects. This is particularly evident in the teachers' use of the current topic on the Vikings. Here, pupils study the geographical

pattern of Viking trade routes in an imaginative way, using good quality maps of the Viking world. Pupils are enjoying this topic. Their work shows pride and care, both in their written work and in map drawing.

118. The school's arrangements make it difficult for pupils to consolidate their knowledge and skills in geography. Most pupils have not studied geography since the summer term. Few pupils can recall what they did then in any detail. The co-ordinator is aware of these limitations, and keen to explore ways of providing a better continuity of experience.

124. **History**

119. The school has improved its provision for history since the last inspection, particularly through its use of links with other subjects and through the opportunities now seen for pupils to improve their skills by using information technology. During the inspection lessons could only be observed in Key Stage 2. Based on these lessons, discussion with pupils in both key stages and the evidence from pupils' work, they make satisfactory progress in both key stages.

120. In Key Stage 1, pupils give some reasons why people in the past, such as Guy Fawkes, acted as they did. They learn about life in past societies, such as ancient Egypt, and higher attaining pupils make some comparisons between life in past and present times. They begin to understand the concept of change, by comparing artefacts, such as an old camera, with its modern

equivalent.

121. In Key Stage 2, pupils build on these skills to make more sophisticated comparisons, by understanding how the use of artefacts has changed. They use a range of evidence, such as photographs, pictures, text and artefacts to explain past events, such as the Roman and Viking invasions of Britain. They produce imaginative extended writing, for instance in their recreations of the diaries of Roman soldiers. These accounts show very good empathy with people in the past. They use timelines with a developing sense of chronology.
122. Pupils respond well to the teaching of history. This is enhanced by the enjoyment they derive from their lessons. There are many examples of vivid wall displays of pupils' work on ancient Rome and the Vikings, which clearly show the pride that pupils take in their work. In lessons they work hard and maintain high levels of concentration and effort. They work well together, discussing their historical projects with animation.
123. Teaching in Key Stage 2 is at least satisfactory and sometimes good. Carefully planned and appropriate activities, supported by good class management, help to keep pupils involved and interested in their work. A very stimulating visit to the Jorvik centre has been followed up with a good range of classroom activities. Cutting and pasting pre-printed statements for Year 6 pupils, however, makes for a rather poor experience, which does not contribute sufficiently to learning. The teaching in history is well planned, and teachers are particularly successful in making links across the curriculum, bringing in

activities in design and technology, English, geography and even music as part of its Vikings topic. The use of information technology simulation and word processing programs makes a particularly valuable contribution to the development of historical enquiry skills.

129.

Music

130. Pupils make satisfactory progress in their music across both key stages. The school has maintained the standards, although aspects of provision for music are not as good as it was at the time of the last inspection. In order to improve pupils' progress, the school should review the teaching arrangements it makes, particularly in Key Stage 1, so that teachers and pupils can make better use of the time available.
131. In Key Stage 1, pupils sing a range of songs with accompaniment and create simple compositions using tuned and untuned percussion. They listen carefully to pre-recorded music and can give an interpretation of its mood. In Key Stage 2 pupils can perform music through singing or using tuned percussion instruments with control and expression. They have a good sense of rhythm and can perform some two-part exercises. They use symbols to communicate musical ideas, for instance by drawing the 'shape' of a melody. In listening to music, they can identify changes of mood and character, suggest how their own performance can be improved, and begin to recognise music from different traditions.
132. Pupils greatly enjoy their musical experiences. They sing with gusto, especially when they have skilled accompaniment. They show appreciative respect in listening to music, whether it is recorded or performed by others. A significant number of pupils study music individually with the support of instrumental tutors, both from the County and from private agency staff.
133. Teaching of music is satisfactory overall. Specialist teaching is skilled and effective. Piano accompaniment and careful explanation brings out good levels of performance. Some non-specialist teachers in Key Stage 2 use a commercial scheme to good effect, creating an atmosphere in which both listening and performing are encouraged. Where teaching in Key Stage 1 is hurried, and uses methods which are poorly matched to pupils' understanding, it is less effective and pupils' progress is unsatisfactory. Planning for music is generally satisfactory, although in Key Stage 1, planning needs to take account of the time available. This is particularly important if a lesson relies on creating an ambience in which pupils reflect on a piece of recorded music and try to identify the feelings that the composer was trying to evoke. In these circumstances, the background noise which inevitably accompanies work in an open-plan area also needs to be taken into account. The school makes good use of additional instrumental tutors to extend extra-curricular opportunities in music. A recorder group accompanies carols and hymns in assembly to good effect.

133.

Physical Education

124. Inspection evidence and teachers' planning for physical education indicate that all elements of the National Curriculum programmes of study for receive appropriate attention. Pupils in both key stages make satisfactory progress in physical education. They are attaining appropriate standards in the aspects of the physical education curriculum that were

seen during the inspection.

125. Pupils in Key Stage 1 respond to their teachers' instructions quickly. They work safely individually, in pairs and in small groups. Pupils travel in a variety of ways, using hands and feet and incorporating turning, rolling, jumping and balancing movements. This establishes an appropriate foundation for the development of gymnastic and expressive movement in Key Stage 2. Older pupils are confident and show increasing precision in their work. For example, they control their bodies well as they perform jumping, landing and rolling sequences. By the end of Key Stage 1, most pupils use gymnastic apparatus safely and purposefully. They use space well and show appropriate control of movement and balance. Pupils seldom bump, trip or fall.
126. Pupils in Key Stage 2 have the opportunity to take part in a programme of outdoor and adventurous activities. They do this as part of a residential visit and through activities that take place on or around the school site. They also take part in swimming and many exceed the nationally expected standard. Pupils in Years 3 and 4 perform gymnastic movements with increased control and link their movements into simple sequences that they practise and improve. By the end of the key stage, their gymnastic sequences are increasingly complex and original, incorporating symmetrical and asymmetrical movements and paired work in which partners mirror each other's movements. Pupils at the end of Key Stage 2 sustain more vigorous activities and are aware of the effects of exercise on their bodies. There is a good range of extra-curricular and competitive sporting activities. These enable a significant number of pupils to extend their sporting interests and to attain higher personal standards in their chosen activities.
127. The teaching of physical education is generally sound. Pupils with special educational needs, including pupils with physical disabilities, receive appropriate support. This enables them to join in most activities and to make sound progress. Teachers' planning is satisfactory. It identifies appropriate objectives, and when these are shared with pupils, they give a clear focus to teaching and learning that improves pupils' progress. Teachers give clear explanations and they monitor pupils' response carefully. This ensures that all pupils are able to work confidently and to make appropriate progress. Teachers' awareness of individual pupils is good. This results in good individual coaching that helps pupils improve aspects of their technique. Teachers manage their pupils effectively. Most have successfully established positive patterns of behaviour and response and they use an appropriate balance of praise and challenge. This allows the lesson to 'flow' and effectively maintains the pace of pupils' learning. When isolated incidents of inappropriate behaviour occur, teachers use the school's assertive discipline policy consistently and to good effect.

137.

137. **PART C: INSPECTION DATA**

137. **SUMMARY OF INSPECTION EVIDENCE**

128. The inspection of Thorpe Willoughby Primary School took place between 6th and 9th December 1999 and was carried out by a team of four inspectors.

The evidence includes:

- the scrutiny of policies, planning, schemes of work and other documents relating to aspects of the school's work;
- the inspection of 61 lessons in part or full;
- the inspection of 4 assemblies;
- listening to the reading of a 15 per cent sample of pupils, selected by the school from each age group to represent the range of attainment within the school;
- the inspection of a 17.5 per cent sample of pupils' completed work, selected by teachers to represent the full range of attainment within the school;
- discussions with pupils in each year group about aspects of their work;
- discussions with the headteacher, governors and staff with management responsibilities;
- discussions with 14 parents prior to the inspection about arrangements made for the education of their children;
- the responses of 83 parents who returned the parents' questionnaire.

1. DATA AND INDICATORS

139. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	235	1	44	9

139. Teachers and classes

139. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	10.3
Number of pupils per qualified teacher:	23

139. Education support staff (YR – Y6)

Total number of education support staff:	3
Total aggregate hours worked each week:	38.0

139.

Average class size:	26
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139.

Financial data

Financial year:	1998 / 9
	£
Total Income	385620.00
Total Expenditure	386488.00
Expenditure per pupil	1480.80
Balance brought forward from previous year	16749.00
Balance carried forward to next year	15881.00

139. **PARENTAL SURVEY**

Number of questionnaires sent out: 238

Number of questionnaires returned: 83

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	33.3	57.6	6.1	3.0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	47.8	47.8	3.0	1.4	0
The school handles complaints from parents well	25.4	43.3	26.9	4.4	0
The school gives me a clear understanding of what is taught	25.4	56.7	4.5	13.4	0
The school keeps me well informed about my child(ren)'s progress	31.8	45.5	10.6	12.1	0
The school enables my child(ren) to achieve a good standard of work	34.3	58.2	7.5	0	0
The school encourages children to get involved in more than just their daily lessons	32.8	58.2	6.0	3.0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	25.4	52.2	3.0	17.9	1.5
The school's values and attitudes have a positive effect on my child(ren)	35.8	55.2	7.5	1.5	0
The school achieves high standards of good behaviour	41.8	50.7	7.5	0	0
My child(ren) like(s) school	53.0	38.0	3.0	4.5	1.5