

INSPECTION REPORT

**Barmby Moor Church of England
Primary School**

Barmby Moor, York

LEA area: East Riding of Yorkshire

Unique reference number: 118122

Headteacher: Mr J. R. Nielsen

Reporting inspector: Mrs A. Soper
OIN 18148

Dates of inspection: 12th – 15th February 2001

Inspection number: 197796

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Foundation
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Barmby Moor York
Postcode:	YO42 4EQ
Telephone number:	01759 304409
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs K. Longster
Date of previous inspection:	29 th September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18148	Alice Soper	Registered inspector	English Art and design Foundation stage Special educational needs	What sort of school is it? How high are standards? How well are pupils taught?
1112	Peter Oldfield	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30985	Ian Elliott	Team inspector	Mathematics Information and communication technology Design and technology History Physical education Equal opportunities	How well is the school led and managed?
20692	Richard Evans	Team inspector	Science Religious education Geography Music	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Barmby Moor Church of England Primary School is situated in the village of Barmby Moor, near York. It is smaller than other primary schools, with 115 pupils. In recent years the school has been extended to meet the needs of its increasing roll. Pupils come from British backgrounds and there are none with English as an additional language. Approximately half of the pupils come from the nearby village of Pocklington and outlying villages. The socio-economic circumstances are good. The number of pupils with special educational needs is well below the national average. There are no pupils with a Statement of Special Educational Need, which is below the national average. Pupils' attainment on entry is above average.

HOW GOOD THE SCHOOL IS

This is an effective school. Pupils have positive attitudes and standards are good in the core subjects of English, mathematics and science by the end of Key Stage 2. They are very good in reading and in art and design across the school. The teaching is good in Key Stages 1 and 2. Leadership and management is good. Governors are supportive and know the school well. Staff share commitment to providing a good quality of education. The school provides good value for money.

What the school does well

- ◆ Standards are very good in reading and art and design across the school.
- ◆ Standards are good in English, mathematics, science and geography by the end of Key Stage 2.
- ◆ The quality of teaching is good in Key Stages 1 and 2.
- ◆ The provision for pupils' spiritual, moral, social and cultural development is good.
- ◆ There is good care for pupils.
- ◆ Leadership and management are good.

What could be improved

- ◆ The provision for children in the foundation stage.
- ◆ Opportunities for pupils to become more involved in their independent learning, to take responsibility and use their initiative.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997. It has addressed all issues raised at that time. There has been a good improvement in planning with clear priorities for future development. There is now full entitlement to physical education within the National Curriculum, though there is still limited space for large equipment for gymnastics in the school hall. A system of target setting for individual pupils has been established and is to be refined further. The quality of teaching has improved and is now good in Key Stages 1 and 2. Resources for information and communication technology have been enhanced. Good alterations have been made to the

accommodation to improve the quality of education. Good standards in English have been maintained across the school. Since the last inspection, standards by the end of Key Stage 2 have improved in mathematics, science and music.

STANDARDS

The table showing the standards achieved by 11 year olds is not recorded as the number of pupils undertaking the National Curriculum tests in 2000 was less than 10.

The 2000 results are based on the performance of only seven pupils who undertook the tests, making national comparisons unreliable. The trend over time has been of above average performance in mathematics and science and well above average performance in English. The results show a marked improvement in standards since the last inspection in 1997.

Evidence from the current inspection shows that pupils attain well and above average in all three subjects by the time they are 11. In Key Stage 2 pupils attain very well in reading across the school and by the time they are 11 standards are well above average. Speaking and listening skills are also very good and well above average. Standards in writing and geography are good by the end of the key stage. Standards in art and design are very good and well above national expectations. They are satisfactory and in line with national expectations in other subjects. Standards in religious education are satisfactory and meet the requirements of the agreed syllabus. Standards in information and communication technology are satisfactory and in line with national expectations.

By the end of Key Stage 1, pupils' attainment in reading is very good. Speaking and listening skills and writing are satisfactory. Pupils attain well in mathematics and achieve satisfactory standards in science by the end of Key Stage 1. Standards in art and design are very good and well above national expectations. Standards in information and communication technology are satisfactory and in line with national expectations. In all other subjects, standards are satisfactory and in line with national expectations. Standards in religious education are satisfactory and meet the requirements of the agreed syllabus. Pupils with special educational needs make good progress in both key stages. The school has set appropriate targets and is further developing targets for individual pupils.

The youngest children in the foundation stage exceed the early learning goals in communication, language and literacy and in their mathematical and creative development. They meet the early learning goals in their physical development and in their knowledge and understanding of the world. Their personal and social development is restricted by some limited opportunities for making choices and moving from one activity to another, both indoors and outdoors, throughout the day.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to learning. They are conscientious, courteous and trustworthy.
Behaviour, in and out of classrooms	Behaviour is good overall. A few younger pupils sometimes lack self-control and behave inappropriately in lessons. There were no instances of misbehaviour or bullying seen outdoors during the inspection.

Personal development and relationships	There are good relationships between staff and between pupils and staff. Pupils' personal development is satisfactory. They have some opportunities to be involved in their own learning, to take responsibility and use their initiative. The school is currently looking at ways in which to develop these further.
Attendance	Attendance is very good, pupils like school. There is very little unauthorised absence.

Pupils are interested in their work and have positive attitudes. They work well as individuals and as members of a group. A few pupils, particularly in the early part of Key Stage 2, have yet to form good relationships and to behave appropriately during lessons. Behaviour is good overall outdoors, though pupils play in a large area, which affects the quality of supervision. Children in the foundation stage lack sufficient opportunities to develop personal and social skills, such as their increasing independence. The reception and Year 1 classroom organisation does not always readily provide an environment that allows a wide range of choices and opportunities for self-initiated activity. Parents support the school well by providing prompt information about their children's absence.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Good

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

The quality of teaching is good in Key Stages 1 and 2. During the inspection six per cent of teaching was very good, 53 per cent was good and the remainder was satisfactory. Teaching in the foundation stage is satisfactory, though the use and organisation of activities do not yet follow national guidance by providing opportunities for outdoor play and sufficient self-initiated activity. The quality of teaching in English and mathematics is good. The basic skills of literacy and numeracy are taught well and opportunities are often effectively provided to reinforce these skills across the curriculum. Teachers plan carefully to meet the needs of all pupils, including those with special educational needs and more able pupils. Assessment procedures are good and inform future teaching. Teaching methods are usually effective in maintaining pupils' interest, though a few pupils lack appropriate self-control and require considerable support. Most pupils concentrate, listen attentively and respond well when questioned. In some lessons, pupils have insufficient opportunities to take responsibility or use their initiative.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum that is satisfactory in Key Stages 1 and 2. In the foundation stage it has some shortcomings, as it is not yet fully developed to take into account recent national guidance.
Provision for pupils with special educational needs	Good in Key Stages 1 and 2; satisfactory in the foundation stage.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school actively promotes opportunities for reflection in religious education and has introduced lessons where pupils can consider relevant issues. Pupils are involved in many social and cultural activities. There are clear aims to promote pupils' moral development.
How well the school cares for its pupils	There is good care. Procedures for child protection are very good. Those for monitoring and promoting good attendance are very good. Assessment is used well to guide planning and monitor progress.

There is a satisfactory partnership with parents. A very few help in school. There are good links with parents of pre-school children, who are visited by staff and who are invited to a meeting about early assessments of their children. Links are satisfactory elsewhere. Letters sent to parents are of good quality. Homework does not always contribute effectively to establishing good links with parents. Parents' evenings do not provide opportunities for parents to discuss their children's progress confidentially. Art and design is a particular strength and pupils have many experiences in taking part in national events. There are good extra-curricular activities including residential visits that enhance pupils' learning. The school is careful about pupils' health and safety and has good procedures for monitoring pupils' academic and personal development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is good leadership and management. The delegation of staff responsibilities is good. The school's aims and values are reflected in its work. The headteacher combines his management and teaching commitment well. He is supported well by staff.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities effectively. They have a clear understanding of the school's strengths and aspects requiring improvement.
The school's evaluation of its performance	Good. Governors, the headteacher and staff work together well to evaluate and determine priorities for development. Standards are closely monitored and analysed and regular reviews are held to determine needs.
The strategic use of resources	The school makes good use of resources available. Specific grants are used effectively for their designated purpose. The expertise of staff, visitors and trainee staff is used effectively.

Overall, there is good staffing and resources. The accommodation is adequate for the number of pupils, though there is limited space in the school hall for physical education. The headteacher's office is shared by staff, limiting space for confidential meetings. Resources for learning are good. Leadership ensures clear educational direction. The principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">◆ Their children like school and they make good progress.◆ The teaching is good.	<ul style="list-style-type: none">◆ Activities outside lessons.◆ Communication with parents.◆ Homework.

Inspectors agree with most of the parents' views. The school is considering ways in which it can improve its communication with parents. Homework is set, though it varies in consistency. Inspectors disagree that there are limited activities outside lessons. The school provides a good range of extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the previous inspection in 1997, standards were seen to be satisfactory and in line with the national average in English, mathematics and science by the end of both key stages. A substantial number of pupils achieved standards that were above the national average in English at the end of Key Stage 1. Standards were well above national expectations in art. Standards were at least in line with national expectations in both key stages in information technology, geography, history and physical education, with the exception of gymnastics, where limited resources restricted progress. Standards were satisfactory and in line with national expectations in music at the end of Key Stage 1 but unsatisfactory by the end of Key Stage 2. In religious education, pupils achieved satisfactorily in relation to the agreed syllabus. The report went on to say that the school should establish a system for setting targets for individual pupils to enable them to achieve their full potential. It also reported on the need for the school to ensure that the full entitlement to physical education be delivered.

2. Present inspection evidence shows that standards have improved since the last inspection in the core subjects of English, mathematics and science by the end of Key Stage 2. Standards are good and above the national average in all three subjects. High standards have been maintained in art and design, which is still a strong feature. Standards have improved in music and are now satisfactory by the end of Key Stage 2, with some good achievement in singing. Gymnastics is now included in the programme for physical education, though there are still some limitations in the provision due to limited space and a lack of large apparatus. Standards in geography are still good and above national expectations by the end of Key Stage 2. Standards in all other subjects are satisfactory by the end of both key stages, reflecting similar judgements at the time of the last inspection.

3. In the 2000 National Curriculum assessments at the end of Key Stage 1, the cohort was small, making national comparisons unreliable. School information shows that pupils' attainment was very good in reading and writing and good in mathematics. In the same year, there were fewer than ten pupils who undertook the Key Stage 2 national assessments, making national comparisons unreliable. By 2000, nearly half the pupils in Year 6 had left the school before the national assessments took place. The performance of the remaining pupils was satisfactory in relation to their prior attainment. A very small number attained good levels in English and science and no pupils achieved higher levels in mathematics.

4. Initial assessments when children enter the school show that their attainment is above average. Most settle to school routines quickly. By the end of the foundation stage they exceed the early learning goals in communication, language and literacy and in their early mathematical and creative development. They achieve the early learning goals in their knowledge and understanding of the world and in their physical development. Children lack opportunities to move spontaneously from indoor to outdoor play and there is no large apparatus or large wheeled toys to enhance their physical development and their social development. Whilst there are opportunities to foster children's personal, social and emotional development, the classroom organisation does not always readily provide an environment that allows a wide range of choices and opportunities for self-initiated activity.

5. Evidence from the inspection shows that pupils attain very well in reading across the school. Their reading is well above average by the end of both key stages, supported by the

school's strong focus on literacy, the good teaching and its good quality resources for reading. Some Year 6 pupils have insecure understanding of how to use the school library efficiently when looking for books. Attainment in writing is satisfactory by the end of Key Stage 1 and good by the end of Key Stage 2. There is a wide range of writing purposes and pupils become increasingly aware of writing for different audiences. Writing skills are often effectively enhanced by work in different subjects that ensures pupils learn how to use a variety of writing formats. Pupils throughout both key stages make good progress in handwriting and presentation of their work. Speaking and listening skills are very good by the end of Key Stage 2, where pupils listen attentively, express ideas and appreciate others' contributions to discussions. Pupils in Key Stage 1 develop good speaking skills but not all have yet learned to listen attentively or to take turns when speaking.

6. Attainment in mathematics is good and above the national average by the end of both key stages. Most pupils make good progress across the school, though there are a few instances where the rate of progress varies for some pupils who require further support. In some lessons, work is not always sufficiently well matched to pupils' differing prior attainment and teachers do not always focus their time as well as they might to meet the needs of all pupils. Homework does not always contribute effectively to learning where pupils do not have work recorded and they do not complete work at home.

7. Attainment in science is satisfactory by the end of Key Stage 1 and good by the end of Key Stage 2. In some lessons, work is not always sufficiently adapted to take account of pupils' differing prior attainment. Teachers manage their lessons satisfactorily, although some inappropriate behaviour by a few pupils is not always effectively addressed. This limits effective progress for some pupils.

8. Attainment in information and communication technology is satisfactory by the end of both key stages. The school has improved resources and has adopted a national scheme of work. There is a new long-term plan that was introduced at the beginning of the academic year. Pupils also benefit from assistance from two computer technician trainees. The school has set up its own web site and has enabled teachers to attend further training in the use of new technology.

9. Pupils achieve satisfactory standards at the end of both key stages in religious education that meet the requirements of the locally agreed syllabus. They have secure understanding of Christianity and know about other religions. They know that religion plays an important part in many people's lives. They reflect on life's issues and emotions and are being supported well by the recent introduction of lessons that allow them time to reflect and discuss issues.

10. Standards in art and design are very good and well above those expected nationally. The school positively promotes creativity, imagination and the appreciation of artists' work. The involvement with national projects enhances pupils' learning and reflects the high standards of work produced. The school's environment is enlivened by the good quality of displays. Art contributes well to pupils' cultural development. Standards in design and technology, history, music and physical education are satisfactory and in line with national expectations at the end of both key stages. They are satisfactory and in line with standards expected nationally in geography by the end of Key Stage 1 and good and above national expectations by the end of Key Stage 2. In some work in design and technology, older Key Stage 2 pupils have insufficient opportunities to take responsibility for selecting and retrieving resources and for using cutting tools. In history some pupils show good understanding of the effects of particular events but are less certain about the causes.

11. Since the last inspection, there has been a good improvement in curricular provision for literacy and numeracy. The school has effectively established national strategies and work is often imaginatively planned to ensure pupils learn through meaningful contexts. Literacy and numeracy are reinforced well across subjects and impact positively on pupils' good achievements in English and mathematics. Information and communication technology has also been improved to keep up with new developments and to ensure that pupils achieve satisfactory standards in all aspects. Science has not featured as a priority for development in recent times, though pupils have maintained satisfactory standards by the end of Key Stage 1 and achieve well by the end of Key Stage 2.

12. The school has established a system for setting targets for individual pupils and plans to refine these further to ensure these are regularly reviewed with pupils and that targets are clearly understood and agreed. This system is helping the school to provide appropriate support for pupils with special educational needs, who make good progress in relation to their prior attainment. It also supports planning for pupils with higher prior attainment who generally make good progress. The school monitors pupils' progress and good assessment procedures are in place. The range of improvements gives the school good capacity to maintain and further improve standards.

Pupils' attitudes, values and personal development

13. Pupils like coming to school and settle well into its secure atmosphere. They have positive attitudes and are polite. They willingly help with jobs around the school, such as helping in assemblies, distributing registers and tidying up.

14. Behaviour is good overall. There have been no exclusions. Most pupils show interest and work hard. For example, in a mathematics lesson, younger pupils in Key Stage 1 worked well co-operatively when naming shapes. Similarly, in a Year 4 art and design lesson, pupils concentrated well when planning their embroidery signs for patterned material. The oldest pupils show confidence in discussing and presenting their work. Pupils are trustworthy, courteous and show respect for property. In some lessons, some pupils lack self-control and good concentration, which has an adverse impact on the amount of progress they make.

15. Some parents had concerns about inadequate supervision at break times. During the week of the inspection, pupils were adequately supervised and no undue incidents were seen. Many pupils interviewed stated they felt secure and that supervision was appropriate. The school keeps a record of any incidents.

16. Pupils have a good regard for others. They work well, sometimes in pairs, to fulfil tasks about the school. For example, older pupils visit classes and total the daily dinner registers. Older pupils help the younger ones by, for example, helping them to place lunch boxes on a tall shelf.

17. Staff at the school provide good role models of courtesy and care and there are positive relationships between all adults and pupils. Because of the confined space, the hall, which serves as a classroom, gym and dining room, requires careful consideration for others when using the area. Pupils with special educational need are integrated very well into daily routines and there are good relationships between them and other pupils.

18. Pupils' personal development is good by the time they are 11. They appreciate each other's successes and share resources well. Pupils work effectively when undertaking collaborative tasks and willingly help each other, such as in using computer programs. Younger pupils generally collaborate though some have yet to develop appropriate self-control and learn to contribute effectively to lessons. Whilst there are opportunities for promoting pupils' personal development, the organisation in the foundation stage limits the extent to which they can develop these skills through a wide range of activities, both indoors and outdoors.

19. Attendance is well above the national average. There is very little unauthorised absence. Pupils explained that they enjoy their lessons and like coming to school. Parents support the school by responding well and providing explanations for all absences.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is good. During the inspection, six per cent of lessons were judged to be very good, 53 per cent were good and the remainder were satisfactory. Good teaching was seen at both key stages.

21. Teachers in Key Stages 1 and 2 have secure subject knowledge and they teach basic skills well. Literacy and numeracy are taught well across the curriculum. Teachers have developed good planning that frequently incorporates different subjects to make lessons interesting. This helps to motivate pupils and create an enthusiasm for learning. For example, when studying colloquial English and slang in poetry, the oldest pupils confidently use their prior learning about spoken and written English to explain the impact of this form of language on the reader. Planning shows clear objectives and expected outcomes and teachers include opportunities for evaluation after lessons. Most lessons include effective introductions and conclusions, where pupils recall what they have learned. Planning is progressive and ensures that pupils acquire skills, knowledge and understanding in a systematic way.

22. Expectations are generally good. They are particularly high in art and design, where the impact of the good teaching ensures high quality results in a wide range of work. Teachers' expertise in aspects of the subject contributes considerably to the standards achieved. Similarly, the Year 4 teacher has a high level of expertise in teaching physical education. This evokes enthusiasm from pupils and promotes a desire amongst pupils to refine and improve their performance. In a very good Year 6 mathematics lesson involving the measurement of angles, high expectations ensured that most pupils were suitably challenged and that they achieved well in relation to their prior attainment.

23. Objectives are usually made clear to pupils during lesson introductions and pupils are usually managed well. Most pupils respond well by concentrating and completing tasks conscientiously. In a few instances, pupils' lack of self-control, or poor listening skills, adversely affect the pace of some lessons. For example, this was seen in a music lesson where younger pupils in Key Stage 2 disobeyed the teacher's instruction about playing musical instruments. In a physical education lesson, some pupils in the same class required considerable encouragement to improve their performance and their listening skills. Similarly, in a Year 6 physical education lesson, a few boys lacked full involvement in the activity.

24. Time, resources and support staff are used appropriately overall. Resources are used well, though there is some limitation of space and equipment in the school hall that impacts on the effectiveness of some work in physical education. Time is usually used efficiently and most

lessons proceed at a good pace. In a few, the pace varies when some pupils lack concentration or when resources are not readily available. In most lessons, pupils were purposefully engaged in tasks and teachers used the time effectively to introduce, explain, discuss and direct work. The two trainee technicians are deployed well in supporting pupils and teachers in information and communication technology. Similarly, the student teacher contributes well, such as when leading a group of Year 6 pupils in their work on poetry. Support staff are often effectively deployed to help groups of pupils in classes, such as in the Year 3 and 4 class lesson based on the story, "Earth Warp". Here, support staff worked with groups whilst the teacher focused on others. In a few lessons in Key Stage 1 support staff are sometimes less effectively deployed in supporting groups of pupils in their learning. In a few cases, teachers lack the benefit of having help from support staff. This sometimes restricts pupils' productivity and pace of working, such as in a Year 2 physical education lesson, where the teacher might have benefited from additional help in reinforcing rules and aims.

25. The quality and use of assessment is good at both key stages. Teachers evaluate the success or otherwise of lessons and keep notes about pupils' performance. These are used effectively to plan future work. Pupils' work is marked conscientiously and helpful comments are provided. Homework is often used successfully to reinforce learning though there is no systematic programme throughout the school. In some instances, homework is less effective. This was seen when pupils were asked to undertake some work at home and many either forgot or failed to carry this out. Work was not recorded in a homework book to provide information that might help parents to become involved. Targets have been set for pupils as a means of encouraging them to become more involved in their own learning. The system provides a good start though the school suitably plans to develop these further to ensure targets are given a greater profile and that they are clear to pupils. Pupils have good opportunities to contribute their selected examples of work for their individual achievement records.

26. Pupils with special educational needs are integrated well into lessons. Work is carefully adapted for them and their progress is closely monitored. Those with individual education plans make good progress as a result of teachers' close adherence to the targets set for them.

27. Teaching in the foundation stage is satisfactory overall. There is a caring approach to children that promotes security and growing self-confidence. Teachers have sound knowledge and understanding of the curriculum for the youngest children but have yet to fully focus their planning, organisation and teaching using national guidance for the foundation stage. The two part-time teachers plan for the days in which they are in school, including planned deployment of the nursery nurse and trainee nursery nurse. Whilst planning takes account of the six areas of learning, the organisation and management of these are not always successful in meeting children's diverse needs for learning, particularly through play. Sometimes, children join Year 1 pupils when they are introduced to their work in National Curriculum subjects. Where this happens, questioning and follow up work is suitably adapted. Children then move on to activities led by the nursery nurse. There are insufficient opportunities for spontaneous movement indoors and outdoors and for choosing freely from a range of activities during the day.

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

28. The curriculum satisfactorily provides for the intellectual, personal, creative and physical needs of the pupils. All subjects of the National Curriculum are taught, including religious education in accordance with the East Riding of Yorkshire agreed syllabus. This is a similar finding to that of the previous inspection report. The allocation of time to each subject is affected

by the strong weighting towards English. The school justifies this in that extra time allocated on the timetable to English is available to develop discussion, reading or writing based on the topics being studied. This involves one or more of the other subjects of the curriculum. The issue of lack of opportunity to develop gymnastics in physical education, raised in the previous report, has been addressed but is still a problem due to the limited space and lack of large apparatus. The school has sought to remedy the deficiency by employing an instructor of aerobics.

29. Some subjects, for example geography, history and science, are taught in blocks. The school believes that a more concentrated approach to these subjects allows more effective learning to take place. Teaching and learning has an overarching theme. The current one is "The Environment". This enables good links to be made between subjects. For example, in geography older pupils studying the immediate environment used their skills in art and design, mathematics, science and technology to further their knowledge. Other pupils also wrote letters to interested parties about the traffic problems encountered at the start of the school day. They suggested original and achievable solutions.

30. Although there is some flexibility in the timetabling of the curriculum, scrutiny of teachers' planning shows that there is satisfactory coverage of each subject. Teachers plan their work together, which helps to ensure coherence and continuity in the curriculum. They have adapted nationally produced material to make the curriculum relevant to the school's needs. The development of the skills needed in each subject is well understood. Teachers' planning of units of work is good. Assessment data is taken into consideration in their planning as well as in the setting of targets for groups and individual pupils. Homework is set though there is no agreed system, such as recording homework in homework books. Parents generally are in agreement with the amount and nature of homework, though there were some differences of views at the parents' meeting and in responses to the questionnaire prior to the inspection.

31. Planning for the mixed age groups in classes is often good, particularly in the literacy and numeracy lessons. The national strategies for these have been successfully implemented. In some other lessons the work is insufficiently planned for pupils' differing prior attainment. In these, some pupils with higher prior attainment are insufficiently challenged.

32. The curriculum for pupils with special educational needs is appropriately influenced by their individual plans. The school's policy is that all pupils have equal opportunities to learn and make progress in all aspects of the curriculum.

33. Sex education is presently taught through the science topic "Life Processes". The governors have approved a policy that older pupils will receive a separate programme of sex education. Healthy living, including the use and misuse of drugs, is also taught through science and physical education.

34. There is a good range of extra-curricular activities. Football, netball, cross-country running and rounders are some of the games activities. Pupils take part in sporting tournaments, such as soccer games, with other primary schools. They have had soccer and cricket training through a sports development unit and have taken part in a local club's rugby event. In music there are recorder groups, choir and band practice. Instrumental tuition is also available. Some pupils learn lace-making skills. The curriculum is greatly enriched by the very good programme of visits, including residential experiences, to cultural, historic and environmental places of interest. Artists, musicians, dancers, storytellers and writers have all worked with the pupils in the past year or so. The contributions to the curriculum from the community and partner institutions are good. Examples seen during the inspection included the

effective contributions from two trainee information technology technicians and a student teacher. Discussions about the curriculum take place with secondary school staff.

35. The school's provision for pupils' spiritual, moral, social and cultural development is good. School assemblies are acts of collective worship, regularly led by the vicar. They provide good opportunities for pupils to reflect on religious themes, to pray and sing hymns. One assembly during the inspection was successfully led by three pupils. The high quality of art and the involvement in music making gives pupils opportunities for developing their creativity and imagination. Other learning activities also contribute to their awareness and appreciation of the world about them. For example, in science they study the solar system and look at the stars, whilst in geography they see the signs of new life in their environmental area.

36. The good behaviour of the great majority of pupils is an indicator of the success of the school in creating a well-ordered community. Pupils have a clear knowledge of right and wrong behaviour and relationships. These are strongly fostered by the prominently displayed classroom rules and the good role models provided by the adults in the school. The weekly "Best Work" assembly reinforces the school's emphasis on high achievement in work and attitude. The introduction of "circle time" in one class has led to an improvement in the behaviour of a small number of disruptive pupils. The school is considering ways of extending this provision. Wider moral issues, such as the depletion of the ozone layer, are discussed in geography and science. The school's support of a pupil in Niger also raises the question of poverty and injustice in the world.

37. The school is a happy and caring community. Pupils are well integrated socially. Older pupils play readily with younger ones and help them, for instance, at lunch times by cutting up their food. Pupils are polite and friendly towards visitors, anxious to discuss their work and hobbies. They are helpful around the school, performing tasks in assembly and tidying away after lessons. They take some responsibility for their own learning in meeting their weekly targets. Their independent learning is not yet fully developed. The school's provision of residential courses and other excursions is an important factor in developing pupils' social skills.

38. Study of the local environment and in particular the use of the parish church as a historical as well as a religious resource, means that pupils have a good understanding of their own heritage. The school's regular concerts, services and participation in local events make it a focal point of the community. The wide range of artistic and literary visitors to the school adds a breadth to the pupils' cultural experiences. For example, they learned much from and enjoyed the visit of Indian dancers and drummers. The study of other world faiths in the religious education syllabus increases their understanding of cultures other than their own. Their learning about Islam, for example, is strongly enhanced by a very good display of Islamic religious pictures and artefacts.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The procedures for child protection are well understood. A senior member of staff has direct responsibility for these matters and is to take part in a training course to be held in the very near future. The school has a very high regard for health and safety matters. It invites another close local education authority to conduct full health and safety audits and responds very well to any issues that may arise. Appropriate fire equipment testing and that for portable electrical apparatus has been done. Regular fire drills are held. There is a designated first aid member who deals with minor accidents in a professional manner. Most staff and teaching assistants have undergone first aid training.

40. The procedures for monitoring and improving attendance are very good. Registers are well marked. Appropriate contact is maintained with the educational welfare services. Parents generally telephone or send notes to explain absences and the school secretary sometimes telephones homes if an appropriate message has not been received on the first day of any absence. This is good care. Although the school has no specific guidance regarding attendance, the good response of parents by providing explanations for absences and the very high attendance levels shows that good attendance is valued.

41. The school expects good behaviour. There is a clear behaviour policy and classrooms have class rules clearly stated. The majority of pupils behave very well. The school has a “no blame” approach to bullying but some parents believe that this is not satisfactory for all incidents. Generally the rule of informing an adult is satisfactory for most misbehaviour but this provides an insufficiently structured approach towards dealing with some incidents.

42. The procedures for monitoring and supporting pupils’ personal development are good. Teachers know the pupils well. They observe pupils and monitor their responses to teachers. They observe independent work and the help given by some pupils to others. The personal and social education programme offered in the curriculum is being developed further to address pupils’ needs. The governing body has approved a revised sex education programme. Material for the programme has recently been received by the school and will be fully discussed with parents. The headteacher is fully aware of the requirements. The science curriculum deals very sensitively with drugs awareness. Although there is no school council, or other formal systems for pupils to address and express their views, the good relationships within the school help to support pupils’ personal development.

43. Procedures for assessing pupils’ academic progress are good. Children are carefully assessed according to national guidelines on entry to the school. There are good procedures for assessing pupils’ attainment and progress in the core subjects of English, mathematics and science. Pupils are regularly tested internally in the school as well as in the standard national tests and assessments. The data from all this testing is carefully recorded and computerised. The school compiles and analyses the data and uses it to measure pupils’ attainment against national criteria, to track their progress and to set targets for individual and group improvement. Assessment information is also used by teachers when undertaking their corporate medium and short term planning.

44. Target setting is an important outcome of the assessment procedures. At Key Stage 1 targets are negotiated with parents at the autumn meeting and reviewed in the following summer. At Key Stage 2, pupils assist in setting their own academic and behavioural targets over the short and longer term. The school is appropriately aware of the need to refine these targets further with pupils. The school’s targets include predictions as to how pupils should perform in the next two years’ national tests. The local education authority also issues targets for the raising of standards.

45. All teachers have printouts of their pupils’ performance. A record of achievement folder for each pupil, including samples of work, is kept in the classroom. Assessment of pupils’ achievement in the other subjects is kept in the “Modbury” assessment booklets, which are completed every year. These measure pupils’ attainment levels against the attainment targets of the National Curriculum. This information and the computerised data are transferred with the pupils to the secondary school.

46. The local secondary school links well and reciprocates with the school by providing information on former pupils' attainment at a later stage of their education. This provides valuable information about pupils' predicted achievement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The partnership with parents is satisfactory overall. Parents are, in the main, satisfied with what the school provides and with standards achieved. There are good links between the school and parents of pre-school children. Teachers visit homes before children begin school and parents and children make up to three visits to the school before the start of the term in which they will start school. Parents are subsequently invited to attend a meeting about early assessment procedures.

48. Examination of the home reading diaries shows that not all parents take the opportunity to sign these weekly or exchange comments about their children's progress with teachers. In the best examples, these were used well by all parties and showed good dialogue between home and school. Homework is provided but is not systematic. Parents who attended the meeting prior to the inspection were not aware of the national guidance for homework. A very good number of parents returned the home-school agreement, indicating their very good support of school requirements.

49. The quality of information provided for parents is satisfactory. There is good information about the school in its web site. A number of parents expressed concerns about the arrangements to discuss their children's progress. The parents' consultation evenings provide opportunities for parents to view pupils' work and see displays but the arrangements do not allow parents to meet teachers in a confidential way so as to fully discuss their children's progress. Inspectors agree that this system limits the amount of information that can be provided during parents' evenings. Teachers are available to discuss any concerns after pupils' annual reports have been received. There were a number of very minor omissions from the governors' annual report to parents and school brochure.

50. A number of parents did not believe they were given adequate notice for some events. Examination of the good quality letters sent to parents shows that appropriate notice was given. Parents interviewed during the inspection week expressed full support for the school and its work. Very few parents regularly help in classes, although parents support the school events and visits. Parents are not invited to attend assemblies in the school hall, though they value invitations to special celebrations in the church when these are offered.

51. The active Friends' Association gives good support to the school, providing a programme of social and fund-raising events that are enjoyed by members of the village. The funds raised by the association provide good additional resources for the school. The school staff and headteacher give good support to the association at its meetings and its programme of events.

52. The school has a strong association with the Kids Club, run in the adjacent hall. A number of parents are committee or registered staff members. The club has been in existence as a charity for a number of years and has been well supported by the school. It provides up to 40 places to assist working parents and helps to support pupils' social development. The links with parents make a satisfactory contribution to pupils' achievements and personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The headteacher provides good leadership and manages the school well. He has a clear vision for the school and is supported well by the governors and staff. They have a shared sense of purpose of raising standards and to improve teaching and learning.

54. There is a commendable whole staff approach to development planning. Staff believe that their opinions are sought and valued. There is a strong sense of a team working together with a common aim. There is a shared understanding and awareness of the school's needs and a commitment to improvement. For example, the teacher in charge of assessment received training which has enabled her to analyse fully the school's assessment results on computer spreadsheets, making it possible to track the performance of individual pupils. This now enables the school to set realistic and challenging targets.

55. Subject leaders monitor provision in their subjects. Much of this is done as a joint process. The headteacher is mainly responsible for the monitoring and evaluation of teaching. Through this, the school forms a good analysis of its strengths and areas for development. For example, they have rightly diagnosed that, in their present form, individual targets for pupils are not yet effective in helping them to raise standards. They have also correctly identified the need to improve ways in which they seek the views of parents and pupils. Observation of lessons during the inspection provided evidence to suggest that the sharing of good practice in teaching is in need of further development. The school development plan uses the results of assessment, monitoring and evaluation to set specific targets for improvement, which are focused on raising standards.

56. The governing body is very supportive and has good relationships with the headteacher and teaching staff. It has improved its overview of the curriculum since the last inspection. There are named governors for numeracy, literacy, child protection and special educational needs. They, with others, have a well-informed view of the school, partially achieved through visits to classes. There is an appropriate structure of sub-committees, which is used well, both to oversee the work of the school and to give the benefit of their expertise and experience. This is exemplified in the way in which the headteacher takes plans, deliberated on by him and the staff, to sub-committees in note form in order to incorporate governors' views into the final plan. The three-year financial plan enables governors to have a long term strategic view of the financial and educational direction of the school. Regular reports from the headteacher enable the governing body to monitor the school development plan and evaluate progress towards the targets set. They are kept well informed about the work of the school and are closely involved in planning and decision making. For example, they are currently looking at contingency planning, including a review of the accommodation, for the increasing school roll. They play an active role in the life of the school, for example, the chair of governors works voluntarily in school, the special educational needs governor is in school often, monitoring pupils closely and a team of governors prepare the governors' annual report for parents. The governing body has set targets for the headteacher and ensures that the performance management policy is in place and working. There are a few minor omissions in the governors' annual report and in the school's brochure.

57. The financial planning and management are good. Financial systems are efficiently managed. The governing body monitors finances and retains control, whilst delegating appropriately to the headteacher. The school secretary and the headteacher work well as a team. The school secretary is now a governor of the school and was previously clerk to the

governors. As a result, the school's finance and administrative systems are run smoothly and with an informed overview. New technology is used well in support of this and more generally in the life of the school. For example, the school has a well-conceived web site. The recommendations of the last audit report have been addressed. The school development plan contains appropriate costings. Spending decisions are linked closely to priorities for improvement.

58. Care is taken to ensure that money is spent wisely and that value for money is achieved. For example, the school is currently tendering to install a wood-look vinyl floor. Friends of the school and governors are consulted about proposed spending initiatives. Grounds' maintenance costs have been dramatically reduced by prudent management and quotes are used before hiring coaches for visits. Good use is made of the grants the school receives, such as the use of the small schools' grant to enhance technical assistance in information and communication technology.

59. Teachers and support staff are sufficient, suitably experienced and well matched to their roles in the school. Learning resources are good overall and are used effectively by teachers to enhance learning opportunities for pupils. There is a lack of large outdoor play apparatus for the youngest children in the school.

60. The accommodation is adequate. It has improved since the last inspection as a result of building extensions and alterations. Space is at a premium and teachers use it well. The school hall is now used for gymnastics, which was not possible at the time of the last inspection. It is still too small to allow the installation of large climbing apparatus. The headteacher's office is also the staff room, which limits space for discussing any confidential matters. The school has a spacious field, which is used at break times. The increase in pupil roll has rendered the hard surface area of the playground too small for the numbers using it when the field is unavailable. At present it is badly drained, although this is to be rectified in the near future. Overall the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards and the quality of education, the governing body, headteacher and staff should:

- ◆ improve the provision for children in the foundation stage by:
 - *using national guidance to inform planning, organisation and teaching;*
 - *providing training for foundation stage teachers to support their professional development;*
 - *providing a designated area for outdoor play using large apparatus and wheeled toys;*

(paragraphs 4, 18, 27, 59, 62, 65, 66, 67 and 68)

- ◆ continue the focus on improving pupils' independent learning by:
 - *continuing to explore ways for pupils to become more closely involved in their individual targets;*

- *providing consistent opportunities for pupils to take responsibility and to use their initiative.*

(paragraphs 10, 12, 18, 23, 24, 25, 37, 44, 55, 73, 77, 78, 88, 89, 95 and 122)

In addition to the key issues above, the school should include the following less important issue in its action plan. This is included in paragraph 49:

- ◆ arrangements for parents' interviews.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	53	41	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	115
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	6

English as an additional language	Number of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	Number of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	8	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	93 (95)	100 (95)	100 (95)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	100 (95)	100 (95)	93 (89)
	National	84 (82)	88 (86)	88 (87)

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

As the number of girls and boys being assessed at Key Stage 1 are both less than 10, only the overall school percentage results are shown.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	5	2	7

As the number of pupils being assessed at Key Stage 2 was less than 10, the school is not required to publish their results.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	96
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	25 : 1
Average class size	28.8

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	71

Financial information

Financial year	1999/00
	£
Total income	256,121
Total expenditure	257,703
Expenditure per pupil	2,387
Balance brought forward from previous year	3,666
Balance carried forward to next year	2,084

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	115
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	38	6	0	0
My child is making good progress in school.	33	60	7	0	0
Behaviour in the school is good.	15	67	8	4	6
My child gets the right amount of work to do at home.	19	54	14	13	0
The teaching is good.	42	52	4	0	2
I am kept well informed about how my child is getting on.	13	58	21	4	4
I would feel comfortable about approaching the school with questions or a problem.	50	42	6	2	0
The school expects my child to work hard and achieve his or her best.	46	48	4	0	2
The school works closely with parents.	27	52	17	0	4
The school is well led and managed.	33	48	8	6	5
The school is helping my child become mature and responsible.	42	46	8	2	2

The school provides an interesting range of activities outside lessons.

27	23	23	19	8
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PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal, social and emotional development

61. Children in the foundation stage are taught in the combined reception and Year 1 class by two part-time teachers, who are supported by a nursery nurse. Nine children were aged four at the time of the inspection. All children attend full-time. Most have had pre-school experience in the local playgroup and they settle into school routines quickly. A very few have yet to develop self-confidence and require considerable support. Most children form good relationships with adults and their peers. They collaborate in activities such as when undertaking role-play in the “Fancy Dress” shop, making models from construction materials and playing with water. They learn to turn to each other for help when necessary and show good understanding of ways in which they can support some children with less confidence. Children know that people are special for various reasons. For example, they suggest that the vicar and God are special people and that there are special people in the Bible.

62. Teachers work hard to provide a range of experiences for the younger children in the class. Time is allocated for different activities in the six areas of learning, though there are no regular opportunities for outdoor play, using large apparatus. Whilst there are opportunities to foster children’s personal, social and emotional development, the classroom organisation does not always readily provide an environment that allows a wide range of choices and opportunities for self-initiated activity. There are some limitations caused by the lack of space in the classroom and teachers work hard to balance the needs of the Year 1 pupils with those in the foundation stage. Children with higher prior attainment integrate well into much of the combined reception and Year 1 class work, but others have insufficient “small step” challenges to ensure that they have positive experiences and learn to regard themselves as capable and successful. As a result, children often become restless during some whole class lessons.

Communication, language and literacy

63. Children communicate well. They have good speaking skills and talk confidently about matters of immediate interest and their work. For example, this was seen when they talked about the story, “New Trainers”, which children enjoyed. When playing with sand and construction materials, children used a good range of vocabulary to describe their tasks. Teachers encourage children to contribute ideas and to answer questions during these lessons. Similarly, children develop good reading skills. They are encouraged to predict possible endings to stories and to retell their favourite ones. In one lesson observed, children enjoyed taking part in anticipating the most likely words to complete parts of the story. Most children have begun to read from books and recognise several letters of the alphabet. A wealth of writing opportunities is provided, from early mark making and copy writing to constructing simple sentences about a story. Children use and increasingly control a range of writing tools. In some instances, staff miss opportunities to correct those who are developing an inappropriate control of pencils and other writing tools. By the end of the foundation stage, children’s communication, language and literacy is good and they surpass the early learning goals.

Mathematical development

64. Children have good understanding of shape, space and pattern and use appropriate language to describe relationships. For example, they find a hidden teddy “under” and “behind” furniture when using the computer. In another, they make repeating patterns. In number work, children recognise and use words such as “take away” and have secure understanding of counting within 10. They describe objects in relation to their shape, such as a circle, triangle or rectangle. When using water, children understand that some containers hold more or less than others. Similarly, when working with construction material, children estimate and choose shapes that are most suitable for completing their models. Planning shows clear objectives and was conscientiously followed by the nursery nurse who led lessons seen during the inspection.

Knowledge and understanding of the world

65. Children’s knowledge and understanding of the world is satisfactory. Children have a sound understanding of the world they live in. They recognise objects that are made from different materials such as metal and glass and that soap is used to clean some materials. Most children have secure understanding of how to use a computer program, such as when reading about characters from their reading books, where they can operate the mouse to move to the next page and to retrieve sound. They use construction equipment to build models and engage in role-play. Children learn to use tools and equipment, such as scissors and glue, safely, such as when sticking light and heavy strips of paper with a glue spreader. They understand change over time, such as their growth from infancy. Teachers and staff help to foster children’s ability to think about matters through the use of open-ended questions and they encourage them to tell each other what they have found out. Children lack sufficient opportunities for making real choices, making decisions and selecting from a wide range of activities and resources indoors and outdoors.

Physical development

66. Children develop appropriate control of their bodies in, for example, walking, running and jumping. They learn to respond appropriately to instructions. They understand the need for warm up movements and that exercise has an effect on their bodies. Children use a range of construction sets and equipment that support their handling of small objects, though during the inspection week there was no use of malleable materials to help children with manipulative exercises. The school has no large indoor or outdoor apparatus for children. This restricts opportunities to develop large-scale movements, such as climbing over, through, under, around and between. There are no wheeled toys and there is no designated area for play in the school grounds to allow spontaneous movement between indoor and outdoor activities.

Creative development

67. Children’s creative development is good. As in the rest of the school, good activities are provided in art and design to ensure that children learn by experimenting with different materials and through using various techniques. For example, children investigate materials, looking at texture and design. They know “rough” and “smooth” fabrics and have contributed their ideas to “The Quangle Wangle’s Hat”, a large-scale display, including feathers, fabric and buttons. They have looked at and undertaken weaving, using different materials. Children begin to recognise and explore how sounds can be changed. They begin to recognise simple percussion instruments and that instruments can be played quickly and slowly. The teacher appropriately talks about and shows children how musical instruments can be played in different ways to

produce different sounds. Stories and poems are used well to extend children's experience and expand their imagination. There are opportunities provided for role-play to encourage children's imaginative and social skills, though these are restricted to set periods when children are directed to choose activities.

68. The two part-time teachers work hard to meet the needs of children in the foundation stage. Planning is detailed and includes activities within the areas of learning, though national guidance for the foundation stage is not yet being fully implemented to influence planning, organisation and teaching. Teachers have not yet had opportunities to undertake training since the publication of new national guidance. They would welcome this opportunity to further enhance their professional development. Teachers visit children's homes in the term before they are admitted and parents receive helpful information about the school and about learning to read. Children may visit the school up to three times before the start of term and new parents are invited as a group to learn about the early assessments of children that are undertaken during the first half term. These opportunities help to achieve a smooth transition into school. They reflect the good care that is provided and teachers' appreciation of parents' contributions. Though children's progress is recorded and used to inform future planning, this insufficiently takes into account aspects of learning such as problem solving, making decisions, planning and questioning. Overall, the provision for children in the foundation stage lacks a range of activities that are both planned by adults and planned or initiated by children themselves, both indoors and outdoors.

ENGLISH

69. Due to the small number of pupils who undertook national assessments in 2000, it is not appropriate to report pupils' attainment in relation to the national average and the average for similar schools. Taking the years 1998 to 2000 together and taking the impact of pupils with special educational needs into account, attainment in English is good at the end of Key Stage 2. The school's cohort is small, which means that there are considerable variations in the school's average National Curriculum results.

70. At the time of the previous inspection, pupils' attainment was satisfactory and in line with the national average at the end of both key stages. There has been a good improvement in standards since that time. Evidence from the current inspection shows that pupils attain well and above the national average in English by the end of Key Stage 2. Their speaking and listening skills and reading are very good. Pupils read fluently from a wide range of books and other reading material. Writing is good and a significant number of pupils write very well by the end of the key stage. By the end of Key Stage 1, pupils' attainment in reading is very good and well above the national average, reflecting the results of national assessments in 2000. Their speaking and listening skills are satisfactory and their writing skills are satisfactory and in line with the national average.

71. At Key Stage 1, younger pupils listen carefully and respond confidently. For example, during a science lesson about materials, pupils in Year 1 gave reasons for choosing plastic for some items, describing its properties and variations well. Similarly, most Year 2 pupils responded positively when talking about relationships, attitude and behaviour. A few pupils were reluctant to contribute their ideas, though the headteacher's skilful management of the lesson made a valuable contribution to pupils' moral and social development. Younger pupils in Key Stage 2 listen attentively and respond well in lessons. They are encouraged to discuss their

work and they appreciate each other's efforts. Pupils willingly and confidently demonstrate their achievements, such as at the end of lessons. The topic on improving their

environment provides a stimulating focus for discussion as well as reading and writing. By the end of the key stage, pupils talk maturely about their work, such as when describing their reading preferences and when talking about ways in which to write a formal letter.

72. Pupils' reading is very good by the end of both key stages and pupils' progress is positively enhanced by the provision of good quality resources and a wide range of reading opportunities. Pupils take books home regularly and they are often encouraged to find additional information at home to support their work in various topics. Pupils enjoy stories, both when reading their individual books and when sharing reading. For example, Year 1 pupils read "New Trainers" with obvious delight and good understanding. By the end of Key Stage 1, pupils predict and anticipate well, such as when suggesting likely words to complete sentences. They recall the main ideas in a story and use a variety of strategies to determine unfamiliar words. Pupils with higher prior attainment read fluently and expressively. Those with lower prior attainment use an increasing range of methods to gain meaning, such as looking at the illustrations, using their knowledge of letter patterns and making sensible attempts to predict what might happen next in a story. Pupils with special educational needs read with increasing accuracy, though they use limited strategies to deduce unfamiliar words.

73. At Key Stage 2, pupils develop good understanding, not only in their literal understanding but also in their recognition of more implicit meanings in writing. Reading activities are often linked well to pupils' studies in other subjects. For example, Year 4 pupils study a letter format before writing to the headteacher and governors about their ideas for improving the school's environment. By the end of the key stage, pupils use efficient methods of choosing books, such as reading the "blurb" and summaries to determine their appeal. Pupils recognise different kinds of writing and know when to adopt different styles, depending on the purpose and audience. For example, Year 6 pupils showed good understanding of this aspect when looking at "conversation" poetry. They know that slang is normally spoken and not written and appreciated the humorous poems provided by the teacher. Pupils explained how the poets created humour by using this technique and successfully created their own versions of similar poems. The enjoyment of poetry has stimulated a few pupils to compile their own poetry anthologies at home. Pupils know how to find information from books and other resources, such as by using contents and index pages. Most know the alphabetical arrangement of such books as dictionaries and encyclopaedias. Pupils are familiar with the layout and arrangement of the school library, though some have yet to develop efficiency in locating and selecting books.

74. Pupils develop sound writing skills in Key Stage 1. There is a strong focus on teaching appropriate letter formation and neat handwriting that ensures most pupils develop a well formed, joined style by the end of the key stage. Some pupils develop an inappropriate pencil hold that perpetuates in Key Stage 2. Some left-handed pupils have not learned helpful ways in which to position themselves and their books comfortably, which would provide suitable room for them to write and would enable them to see what they have written. Despite this, most pupils take pride in their work and its presentation. Younger pupils in Key Stage 1 quickly learn to write simple stories that have a clear beginning, middle and ending, such as in a story called "The Lost Bear". Most use full stops consistently to punctuate sentences, though some have yet to make regular use of capital letters to begin sentences. In Year 2, pupils write for an increasing range of purposes, such as writing accounts, descriptions and creative stories. For example, they have written about their visits, methods of making a clay candle holder and stories such as

“A Spooky Cave”. Those with higher prior attainment include dialogue in their stories, showing good understanding of ways in which to enhance stories and engage their readers. Most pupils use connecting words such as “then” and “so” to develop their ideas, though some are beginning to use interesting phrases to extend sentences. In Year 2, a few pupils with lower prior attainment have yet to join their handwriting and show clear spaces around each word.

75. At Key Stage 2, younger pupils continue to write for different purposes across the curriculum. For example, pupils in Year 4 have devised a newspaper page containing headlines and reports and have designed an advertisement to promote a seaside resort in 1894. The scrutiny of pupils’ work shows that some pupils with lower prior attainment often failed to complete their writing. Pupils develop good creative writing skills, learning to plan stories and include imaginative vocabulary. They have a secure understanding of punctuation and develop their stories using paragraphs. By Year 6, pupils write in complex sentences, using a wide range of interesting vocabulary, for example, they have written very detailed accounts of their guided visit around an old cinema. Similarly, pupils have imaginatively described their memories of wartime Britain, acting as grandparents of present day children. Writing is well presented and pupils have good understanding of spelling and punctuation.

76. Most pupils make very good progress in speaking and listening and in reading at Key Stage 1. Most make good progress in writing. A few pupils’ listening skills are less than satisfactory in Year 2, though the school’s focus on improving standards is having a positive effect. The teachers identify areas for improvement and set clear targets to improve the quality of pupils’ listening skills across subjects. For example, in physical education, a prime aim is to improve pupils’ response to instructions. Pupils continue to make good progress in writing and very good progress in speaking and listening and in reading in Key Stage 2. Pupils with higher prior attainment make very good progress overall. Pupils with lower prior attainment and those with special educational needs make good progress. Work is carefully planned through individual education plans that are used well to inform teaching.

77. Pupils respond well to lessons. They enjoy stories and finding information to support their work across the curriculum. The school displays many good examples of pupils’ writing that are interesting and informative and help to promote an interest in reading. Most pupils behave well. They are conscientious and take a pride in their work. Lessons are often stimulating, being linked effectively to work in other subjects of the curriculum. Pupils and staff have good relationships, which helps to promote pupils’ interest and enjoyment of the subject. In a few cases, pupils require considerable support to maintain concentration and to make progress. The school is working hard to provide the necessary support for these pupils.

78. The quality of teaching is good. Teachers have high expectations and good subject knowledge. They plan carefully and often link work well with other subjects to ensure there are meaningful contexts for learning. Literacy is developed well across the curriculum, through well-planned opportunities for discussion, reading and writing. There are some limitations for providing opportunities for independent learning, such as through using the school library for undertaking independent research. Constraints of the building mean that the library is housed in the school entrance, with little room for independent work. Pupils are successfully encouraged to make use of computer programs and a range of additional sources to support their learning. Most teachers manage pupils effectively. In a few instances, some inappropriate behaviour disrupts some lessons and teachers have to work hard to maintain discipline. Lessons are usually well organised and resources are used effectively to support teaching and learning. Support staff and adult volunteers are well deployed.

79. Teachers encourage pupils to improve their work by careful marking that includes appropriate guidance on future development. There was some disagreement amongst parents about the quality of homework. Some would prefer their children to have consistent amounts of homework, particularly in the later part of Key Stage 2. Homework in English is used appropriately to reinforce learning. Pupils regularly have reading homework and are often encouraged to find information to support their topic work. Most reading diaries are used well to comment on pupils' progress, though in some instances there are few of these comments from both teachers and parents. In some classes, good use is made of homework to extend pupils' knowledge and understanding. Pupils are encouraged to find out about topics of interest and their efforts are praised. Teachers monitor pupils' achievements and progress carefully. All have detailed files of information about pupils' ongoing achievements and samples of work are kept to show progress over time. A portfolio of work is maintained to show examples of work at each stage and staff regularly share ideas for teaching the subject. The co-ordinator is well experienced and provides good leadership.

80. The school has established its policy for English, incorporating the literacy hour effectively into the timetable. It carefully ensures that all components of the National Literacy Strategy are provided. Literacy permeates all work in the school and is a strong feature. In addition, the school's involvement in various national projects and its good provision of visits and visitors promotes writing and responding, planning ideas and presentation and much discussion between teachers and pupils. The policy and scheme are consistently adhered to and work is often skilfully developed through a wide range of activities. Pupils' performance in the national assessments is carefully analysed to identify areas for improvement and to set targets for pupils. Resources are good and pupils who discussed English with inspectors expressed their appreciation of the good range and quality of books and other reading materials. The accommodation is adequate for the teaching of English.

MATHEMATICS

81. In the 2000 national assessments the cohorts were too small in both key stages for reliable comparisons to be made with national averages and those for similar schools. Small cohorts can give considerable variation from year to year, making comparisons over time unreliable. Evidence from the current inspection shows that by the end of both key stages, pupils attain well and above the standards expected for their ages in mathematics. There are no marked differences between the performance of boys and girls. Pupils with special educational needs make good progress due to the support they receive.

82. By the age of 7, pupils have a good knowledge of place value. They show understanding of numbers to 100 and beyond. They make the biggest and smallest numbers possible with three digits. They recognise and name two and three-dimensional shapes and talk knowledgeably about some of their properties, such as the numbers of corners, faces and edges. They understand block graphs and tally charts and measure items such as strands of wool in centimetres, with a fair degree of accuracy.

83. By the age of 11, pupils have a good knowledge of the four rules of number extending to long multiplication, but not including long division. They solve problems involving fractions, percentages and decimals and add and subtract negative numbers. They interpret and draw graphs and understand co-ordinates. They measure accurately, solve problems involving units of capacity and measurement. They use compasses to bisect lines and construct a variety of geometrical shapes. Pupils know the sum of the angles of a triangle and the angles at a point.

They use good vocabulary to describe shape and angles. Their knowledge of ratio and proportion and probability is less secure.

84. The quality of teaching and learning is good overall. In the most successful lessons, pupils make good progress and work with absorption and interest as a result of the brisk pace of lessons and the mathematical activities they are given. Teachers use resources well to provide pupils with interesting investigative activities, which, where possible, are linked to everyday life. For example, in a Year 1 lesson involving the investigation of shapes that roll and stack, the teacher leads the pupils to consider what the supermarket staff need to know about shapes in order to stack shelves. There is good progressive building of skills and teachers make sensible connections between the various parts of the lesson to enable pupils to relate number work to real situations. For example, a Year 4 lesson begins with a strong emphasis on quick mental and oral work on the four times table, which pupils have been given appropriately for homework the night before. Then, in the main part of the lesson, pupils investigate the properties of three-dimensional shapes by constructing them from nets. They record the number of their faces, edges and vertices on a chart they have drawn in their books. The teacher connects this work with the earlier mental work by questioning the pupils to establish that a cube has six faces each containing four right angles. She then asks pupils to count the total number of right angles, showing a direct application of number work to a real situation. These earlier acquired skills are built on later through investigative work in geometry.

85. Pupils' thinking is stretched through appropriate extension work. For example, in a Year 6 class, after pupils have successfully constructed some simple shapes inside a circle, they are challenged to find a way of constructing an octagon within a circle. Some pupils successfully achieve this. This ensures that pupils work to capacity and achieve good standards. Teachers also place a strong emphasis on accuracy, taking care in setting out and neat presentation, which enables pupils to produce accurate work and take pride in their books. Their awareness of their own learning is aided by having printouts of the half term's work in their books, which they tick off item by item as they cover it. This aids their sense of achievement. Teachers also rightly place a strong emphasis on the correct use of mathematical vocabulary.

86. In one good lesson seen in Year 2 on weighing and estimation, lesson objectives were shared with the pupils. The teacher wrote them on the blackboard so that they could be referred to throughout the lesson. Another good feature of this lesson was the careful planning that showed clear adaptation of activities to meet the needs of all pupils and appropriate points for assessment. A strong emphasis was also placed on estimating. The lesson ended with opportunities to consolidate the knowledge acquired through activity work. This involved a short session when pupils looked at pages in a big book, which showed a bright and colourful kitchen with groceries. Pupils were encouraged to estimate whether the various items of groceries weighed more or less than a kilogram. Pupils were also given opportunities to explain their thinking.

87. Good use is made of modern technology. For example, in a Year 6 lesson, a pupil who had successfully used ruler and compass to construct an octagon which fitted exactly into a circle, copied his work on to an overhead projector transparency before explaining the steps in his thinking to the rest of the class.

88. In some other lessons, work is not always sufficiently well matched to pupils' differing prior attainment and teachers do not always focus their time as well they might to meet the needs of all

pupils. Pupils sometimes had difficulty explaining their own learning, using appropriate mathematical vocabulary. Homework was given orally without being recorded in, for example, pupils' exercise books or a homework book to inform parents. As a result, when asked at the start of the next lesson, only a few pupils had undertaken their homework. In one lesson on shape, although information and communication technology was being used to aid learning, the program the pupils were using was not of sufficient quality to enable them to make good progress.

89. The school has made a good improvement since the last inspection. The National Numeracy Strategy has been successfully introduced. This has resulted in a good balance between mental and oral work and other activities. Teachers have all attended an "Intensive Numeracy" course and as a consequence show good subject knowledge. The subject is well resourced. Teachers use these resources well to provide interesting learning activities that promote learning and positive attitudes to mathematics. Pupils now have individual targets for mathematics written in language that they understand. These targets, as yet, lack the definition and step by step stages which would make them of real use to pupils in measuring their own progress and improving personal performance.

SCIENCE

90. At the end of Key Stage 1 pupils' attainment is satisfactory. At the end of Key Stage 2 it is good. This is a similar finding to that of the previous inspection report. Teachers' assessment of pupils' attainment at the end of Key Stage 1 in 2000 showed that most pupils achieved satisfactorily. There was a divergence in pupils' attainment. Pupils achieved very well in life and living processes and physical processes but did less well in investigative science and materials and their properties.

91. In the national tests the cohorts in Years 2 and 6 were small and national comparisons are unreliable. Scrutiny of the current pupils' work at the end of Key Stage 2 suggests that they are capable of achieving high results in the national tests.

92. Pupils in Year 2 showed a sound understanding of the principle of fair testing as they investigated the absorbent qualities of different types of paper. They learned that the quantity of water and the size of the paper had to remain the same as they poured water through the paper. In a good link with mathematics they successfully measured the volume of the water before and after its contact with the paper. Younger pupils know that plastic is a man-made material. They know that different plastics have different properties and can be used for a variety of purposes. Examining a plastic shoe, they suggested good reasons why it is a suitable material, such as that it bends and is waterproof. The pupils read key words of the investigation correctly from flash cards.

93. Year 6 pupils show a good recall of previous learning as they revised work undertaken on light and sound. They accurately drew angles of reflection on the white board and described how these were used in their construction of periscopes. They correctly named a variety of light sources and successfully used an overhead projector to demonstrate how the size of an object's shadow is dependent on the object's distance from the light source. In this and the subsequent discussion on sound, pupils used correct terminology. In good links with their learning in music they described how the pitch of a note results from the length of a string or tube which produces it. They correctly named instruments that produce high or low sounds. Pupils with special educational needs completed a worksheet with a good level of accuracy.

94. The scrutiny of pupils' work at both key stages shows that investigation and experiment plays a large part in their learning of all areas of the science curriculum. At the end of Key Stage 1 pupils write about their experiments and describe their findings, using a correct format and vocabulary. In Key Stage 2 there is a good range of imaginative activities to motivate pupils' learning. For example, in their study of light pupils visited the projection room of a cinema. They learned that film frames are photographs that pass through the projector at the rate of so many per second. Science makes a good contribution to pupils' literacy skills in their writing up of information and investigations. Much of the work is very carefully presented with well-drawn and neatly labelled diagrams, for example, of plants and their photosynthesis. The range and quality of pupils' knowledge contained in their written work is good, especially in Key Stage 2. Pupils clearly enjoy learning in science and take a pride in their work.

95. Teaching is sound at Key Stage 1 and good at Key Stage 2. From the evidence of lessons and scrutiny of pupils' work, teachers have a secure knowledge not only of the curriculum but also of scientific principles and method. Resources are well prepared and used to promote learning through practical activity and experiment. Lessons are soundly structured and move at a satisfactory pace so that their objectives are achieved. Planning shows that teachers are aware of the range of pupils' different attainments and ages but this is sometimes insufficiently translated into differing expectations and levels of work. Teachers manage their lessons satisfactorily, although in one lesson the calling out of answers and comments by some pupils was not sufficiently curbed. Marking of pupils' work is satisfactory. At its best it provided helpful comments to pupils as to how their work could be improved. Teachers maintain their own assessment notes about pupils' progress. There is no whole school format. Some analysis of pupils' results in national tests is undertaken, though this is done individually by teachers. The subject has not been a priority for development in recent years.

96. There is an appropriate scheme of work that follows national guidance. The co-ordinator who teaches part time in the school, provides sound leadership. The co-ordinator discusses work with teachers, scrutinises and talks to pupils about their work and has monitored some teaching. There are good resources that are carefully listed and are easily accessed. The accommodation is satisfactory for teaching science.

INFORMATION AND COMMUNICATION TECHNOLOGY

97. Standards are satisfactory and in line with national expectations by the end of both key stages. They have been maintained since the previous inspection. The school has continued to increase the range and quality of resources, ensuring that pupils have regular access to computers.

98. By the age of 7, pupils save and retrieve their work. They use drawing programs to create pictures. They use pictures and sound to create good slide shows. They show skill in the use of clipart. They draft stories on the computer and are beginning to edit their work. Pupils use the computer to support their learning in other subjects, for example, by using graph and tessellation programs in mathematics. They use the Internet and computer programs to help them in their research, for example, in science to find out if glass is man-made or natural. They show an appropriate knowledge of how information and communication technology helps us in the world outside school.

99. By the age of 11, pupils use desktop publishing programs to design, for example, leaflets and brochures. They change font, size and colour of print, import clipart, resize it and change layouts, with a suitable awareness of the audience they are targeting. Pupils use database programs to construct pie charts and line graphs. They use multimedia packages producing, for example, an animated version of the Christmas story. Pupils pre-programme control devices. They use their information and communication technology

skills to help them in other subjects. For example, they produce a slide show entitled, "How to make a Slipper", as part of their work in design and technology. They use the Internet and are aware of how to form questions when conducting a search. Their work in monitoring, modelling and simulation work and in the use of email in school is not yet fully developed.

100. Pupils, including those with special educational needs, make sound progress across the school. Those with higher prior attainment make good progress and willingly help others whose knowledge is less secure. Overall, pupils respond well when working with computers. They take pride in their work and work well together.

101. Little direct teaching of skills was seen during the inspection. Pupils' work and their performance indicate that teaching and learning are satisfactory. In one lesson seen, Year 4 pupils use previously acquired skills to assist them in their geography task that involved making labelled field sketches on the computer. They coloured them appropriately, positioned and resized title boxes and chose suitable fonts to label their sketches. Two pupils used a scanner with assistance to import a photograph taken with the digital camera. As yet, they find difficulty in explaining how they do this.

102. The subject is well co-ordinated and has a high profile in the school. Improved resources, the adoption of a national scheme of work, a new long term plan introduced at the beginning of the academic year, assistance from computer trainees and a school web site are all improvements since the last inspection. Funding has also been used to provide skills based courses for teachers. Individual records of pupils' achievement are maintained appropriately. The accommodation is satisfactory for teaching information and communication technology.

RELIGIOUS EDUCATION

103. Pupils' attainment at the end of both key stages is in line with the attainment targets of the East Riding of Yorkshire agreed syllabus. This is a similar finding to that of the previous inspection. The East Riding syllabus has only recently been introduced.

104. Inspection evidence was provided from the observation of lessons, scrutiny of teachers' planning, pupils' work and discussion with teachers and pupils. This indicates that pupils make good progress in knowledge and understanding of the teachings, writings and festivals of Christianity. There is good reinforcement in collective worship when for example, the headteacher discusses the story of Noah, which younger pupils have been considering and uses the prayer of St. Francis, whose life older pupils have learned about. Pupils make satisfactory progress in their study of other world faiths, for example, Judaism and Islam.

105. At the end of Key Stage 1 pupils successfully build on their knowledge of "Special People" by naming a good number of saints. One pupil describes them as people who did something special for God. Several pupils know that pictures of saints often give them a halo, which represents holiness. They listen with fascination to the story of St. Francis as he hears

God's call to change his life and help others less fortunate. The pupils look closely at pictures of the saint and his special friends. They readily describe features of his caring and kindness and the lesson imaginatively concludes with the prayer of St. Francis.

106. Younger pupils also consider one of God's special people, Noah. They know that the Bible has two main parts and learn that the story of Noah occurs in the Old Testament. They

listen to the story attentively and discuss why Noah was a special person. To consolidate this as well as furthering their literacy skills, they copy two appropriate sentences from the board. Most do this well, shaping and spacing their letters and words carefully.

107. At Key Stage 2, pupils build on their knowledge of the Muslim religion. They are helped by a very good display of resources such as Islamic photographs, a prayer mat, and a stand for the Qur'an. The teacher observes the traditional Muslim reverence for the Qur'an by placing it high above the class and covering it with a veil. She washes her hands before touching the book. The pupils know that the book is written in Arabic and that it is read from right to left. They work well at the task of matching moral sentences to the Five Pillars of Islam and in a good link with Christianity and Judaism compare them with the Ten Commandments. Pupils with special educational needs participate fully in lessons and make appropriate contributions.

108. Pupils are familiar with the local parish church through holding services there, including a "mock" baptism! They know about the symbolism of its furniture, the font, pulpit, altar and lectern. Inside the church is a good display of older pupils' writing of the story of Abraham and Isaac. Religious education lessons make a good contribution to pupils' spiritual and moral development through their discussion of these biblical and other stories.

109. The teaching of religious education is predominantly good, underpinned by the improved new syllabus and accompanying guidelines for units of work and their assessment. Courses to introduce the syllabus were attended by the co-ordinator and disseminated within the school. Teachers' planning is good. They prepare interesting lessons that motivate pupils well. Lessons have a good pace and balance of activities. Teachers read stories to the pupils dramatically and expressively which captures and holds their attention. There are good links with the local secondary school and College of Education which lend a good range of resources.

ART AND DESIGN

110. The high standard of work in art and design is well above national expectations. The school has successfully continued to promote high standards since the last inspection. In the lessons observed, pupils in Year 2 showed very good understanding of colour mixing to achieve a desired effect, such as when they painted trees. They held and used brushes well to paint scenes they had observed from the classroom windows. Pupils understand and use techniques to depict background and foreground and some use colour to highlight the effect of light on branches and tree trunks. They evaluate their performance and consider ways in which to improve their work. By the end of the key stage, pupils' attainment is good and well above national expectations.

111. At Key Stage 2, younger pupils have very good understanding of pattern. They have designed and produced very interesting patterns that have been transferred to white cotton material. In the lesson seen, their task was to design ideas for embroidering these patterns.

Pupils planned their work on paper and discussed the stitches they would use, showing very good understanding of the design process. Many were confident in planning and using quite complex embroidery stitches. In the Year 6 lesson, which combined art and design with design and technology, pupils worked in pairs and individually to decorate slippers they had made from felt and heavy duty card. They showed good imagination when designing ideas and were confident in sewing materials. Their knowledge and understanding was very skilfully extended through the use of information and communication technology. Pupils

used the Kid Pix computer program to prepare and demonstrate a slide show of the entire process. By the end of Key Stage 2 pupils' attainment is very good and well above national expectations.

112. Progress is good at Key Stage 1 and very good at Key Stage 2, where pupils develop mature understanding of a wide range of techniques. Pupils with special educational needs make good and very good progress respectively in these key stages.

113. Pupils respond well to lessons. Their interest and enjoyment of the subject are enhanced by the teachers' very good subject knowledge. Lessons are often skilfully linked with other subjects of the curriculum to provide meaningful contexts for learning. This has a positive impact on pupils' learning. For example, pupils paint and sketch scenes from places they have visited, using a range of materials, including water colours and powder paint. Their interest is enhanced by visits from artists and a sculptor and teachers' expertise in aspects such as lace making. Pupils respond well in lessons by observing carefully and using their imagination to produce work of a high quality. Pupils talk about their favourite artists, showing good awareness of the variety of styles used by them. They show good appreciative skills when talking about different techniques and methods of presentation.

114. Only three lessons were observed during the inspection. The quality of teaching was good in one and satisfactory in the other two lessons. All lessons were planned well and showed good progression in relation to the development of knowledge and skills. Pupils were encouraged to consider, evaluate and improve their work, often producing very effective results. Art is used very effectively to enhance pupils' social and cultural development. For example, pupils have worked collaboratively with visiting artists to produce African designs, such as when making batiks based on sketches of African artefacts. They helped to design and decorate the outdoor storage shed in the style of walls of homes in African villages. Pupils regularly take part in national events, such as the "Millennium Tapestry Project" and the "Take One Picture" project. Most recently, the school achieved due recognition for its very good work, with pupils' work being included for exhibition at the National Gallery.

115. The subject is led very well by the co-ordinator and staff share enthusiasm for art and design. Pupils' work is displayed very effectively throughout the school and a portfolio of examples of work is very well maintained. Pupils throughout the school benefit from the very good opportunities provided for them to use a wide range of resources and techniques. They are encouraged to become involved in selecting, evaluating and displaying their work, which positively supports their creativity. The accommodation is enhanced by lively and informative displays of pupils' work. Resources are good and these include a range of good quality library books to support pupils' learning. The accommodation is satisfactory for teaching art and design, though there is limited space for pupils to easily access resources in their classrooms.

DESIGN AND TECHNOLOGY

116. Standards in design and technology are satisfactory and in line with national expectations at the end of both key stages. Standards are similar to those found at the time of the last inspection. All pupils, including those with special educational needs, make satisfactory progress.

117. By the age of 7, pupils have worked with a range of materials and have found a variety of ways to join them in order to make designs. For example, they use slip to join clay parts, screws to join electrical wiring, sticky tape, glue and staples to join paper and card. They have made pizzas, chocolate buns and Tudor soup in food technology. Pupils are familiar with utensils, such as graters and sieves, used in food preparation and explain their uses. They show an awareness of basic food hygiene when preparing food. For example, pupils know they need clean hands and that fruit needs to be washed or peeled. They know how to handle tools safely.

118. In Year 1 pupils learn about materials. Here, teaching makes good use of other subjects to stimulate interest and enthusiasm for work in design and technology. For example, pupils design and make paper hats after listening to the poem, "The Quangle Wangle's Hat", by Edward Lear. They look closely at woven fabrics and show good observation skills when they use a variety of fabrics to make designs. Teaching places an emphasis on the acquisition of appropriate descriptive vocabulary. For example, pupils used words such as "silky, woolly, velvety, fluffy, smooth" and "crinkly" to describe fabrics. This knowledge and experience is expanded on in Year 2. Here, pupils widen their experience of materials and extend their knowledge of designing when working with clay and wood in addition to fabrics, paper and card.

119. By the age of 11, pupils disassemble artefacts to investigate how they are made. They use good observational skills and make carefully labelled and annotated drawings to show several different views of their design. Pupils have designed and made a variety of items. When designing they consider the user. They discriminate between essential and desirable features when drawing up criteria for their designs. They use these criteria to evaluate their designs and identify elements that will need to be improved. Pupils have made prototypes from cloth and paper. They readily explain the design problems that they have experienced. For example, when stitching a prototype slipper from cleaning cloth fabric, they discover that when folded, it becomes too small for their purposes and they have to adjust the size.

120. Pupils enjoy the subject and take pride in their achievements. They work well as individuals and collaboratively. They have a secure approach to designing, making and modifying their products. Their keen interest in art and design is reflected in some good decoration of their work in this subject.

121. The quality of teaching is satisfactory overall. In the best lessons, teachers help pupils to extend their thinking about design and technology. This has a positive impact on pupils' skills of learning to adapt their designs in the face of practical problems. For example, in a Year 2 lesson, pupils designed and make a clay monster by first drawing their design. They then made a monster by making two clay pinch pots and joining them together with slip. Good teaching led them to consider that, to stand their monster, three legs provide more stability than two legs and also stand more easily than four. Later, they looked at one boy's monster that closely resembled his design. They were then led to think about how they had had to adapt their designs because of practical problems with the nature of the material. For example, they considered the trunk that drooped and legs that were too thin to be worked in clay. In this lesson the teacher's good knowledge of the subject, appropriate use of resources and the interesting activity provided, resulted in high levels of creativity, interest and absorption. This application to the task resulted

in good progress being made. The progressive acquisition of skills from earlier lessons is seen in the confident way in which pupils use slip to join parts of their monster and in the textured effects they achieve, for example, when using sticks to create skin texture and sieves to create hair effects.

122. Where teaching is less successful pupils are not given full responsibility for their own learning. For example, in a lesson with older Key Stage 2 pupils, they had insufficient opportunity to select and retrieve materials and they lacked opportunities to take responsibility for cutting their own templates.

123. The school has adopted a national scheme of work that ensures continuity and progression. The use of outside influences to enhance the subject is commendable and impacts well on pupils' learning. For example, a potter has been involved in helping Year 2 pupils to make candle holders and money boxes. This provided a good stimulus and pupils' work was of a good quality. Resources are good. The accommodation is satisfactory for teaching and learning.

GEOGRAPHY

124. No lessons could be observed in Key Stage 1 during the inspection. The judgement that pupils' attainment is in line with expectations for their age is based on the scrutiny of teachers' planning, discussion with pupils and displays around the school. Pupils study their school's environment and contrast it with other localities with which they have contact, such as a school in America and the village in Niger where they help to support a primary school pupil. Displays of photographs help the pupils to understand how the locations differ from their own. Teachers' plans link geography with the pupils' literacy studies. Pupils read stories about a girl's life on a remote Scottish island and look at maps of her imaginary environment and journeys. Class 1 visited Bishop Burton College where they learned about farming and in particular about how thousands of pigs were kept and managed.

125. Pupils' work in Key Stage 2 is also currently concerned with the school in its environment. By the end of the key stage, pupils' attainment is good and above national expectations. Pupils at the end of the key stage consider the traffic problems caused by the school's situation. Many pupils are brought to school and collected by car. Residents also need to use the road opposite the school. The pupils addressed the problem of ways in which to make the situation safer. Their discussion was thoughtful and practical. A number of solutions was suggested, including ideas such as surfacing the grass verge with tarmac, introducing speed bumps and marking out a pick-up and set-down zone. The project was continued in English when the pupils wrote letters to those in authority.

126. Younger pupils also investigated the school environment, working in pairs to draw field maps of the site and deciding what improvements might be effective. Their maps were carefully drawn and labelled and some pairs came up with a total of 20 suggestions as to how the pond area could be improved.

127. The work in Key Stage 2 has good continuity and purpose. There is good development of skills of mapping, interpretation of evidence such as photographs and correct use of geographical terminology. It contributes well to pupils' moral thinking as they consider the degradation of the environment through pollution. They design posters against car fumes, such as, "Care for the Air", and urge the recycling of materials rather than their disposal as litter.

128. Pupils enjoy their work in geography. Their reading and drawing of maps develops well through their excursions to the Lake and Peak Districts and to coastal sites such as Boggle Hole. They successfully model a hill showing its contours. Pupils co-operate well in paired or group working.

129. The teaching of the lessons observed in Key Stage 2 was good and from the evidence of pupils' work and attainment generally, is good overall. Teachers plan imaginative tasks, such as the study of the local environment, which have an immediate interest and relevance for the pupils. Teachers' planning of the curriculum shows full coverage of the requirements of the National Curriculum and the development across the key stages of geographical skills. There is good leadership of the curriculum developed through in-service training. Teachers have a good knowledge of the subject and teach it enthusiastically. They have high expectations of the pupils' successful learning and behaviour. Lessons and tasks have a practical investigative basis and the fieldwork in various parts of the country is very influential in furthering pupils' good progress.

HISTORY

130. No history lessons were seen during the inspection. Evidence from classroom displays, pupils' work and discussions with pupils and teachers shows that standards are satisfactory and in line with national expectations at the end of both key stages. All pupils, including those with special educational needs, make satisfactory progress in the development of their historical knowledge and understanding. This reflects the standards seen at the time of the last inspection.

131. By the age of 7, pupils know and understand how people lived in the past. For example, they imagined what life would be like as a child in Tudor times. They suggested how poor children would be dressed. They learn to sequence events in historical stories with the help of sources of evidence. For example, they sequenced the story of the Battle of Hastings by examining scenes from the Bayeux Tapestry. They have opportunities to dress up as people in the past and to visit places, which help to bring history alive for them. As a consequence, they have a lively interest in history, enjoy their lessons and have good attitudes to the subject.

132. This interest continues into Key Stage 2. By the age of 11, pupils have a sound knowledge of periods and events in British history. They know some of the key dates, for example, that World War II took place between 1939 and 1945. They are aware of sources of evidence and have used these in their work. For example, in their study of the war period, they have looked at ration books, photographs, diaries and documents. Pupils show a good awareness that the reliability of some sources of evidence varies. For example, they know that people's testimonies are influenced by their point of view. They know that artefacts and photographs, though reliable sources, require careful interpretation. Pupils show a good understanding of historical change. They talk knowledgeably, for example, about the way in which shops have changed from the war to the present day. They confidently describe events and changes resulting from them. They are less confident in discussing the reasons for events taking place.

133. A new development in the provision since the last inspection is the use of the Internet for research. There is a suitable scheme of work. Pupils are encouraged to undertake further research at home to enhance their learning. Teachers keep individual records of pupils' attainment and progress. The subject has good resources and these, supplemented by visitors

to the school and visits to places of historical interest, help to foster positive attitudes to the subject. Pupils visit places such as Pickering and continue to develop a strong sense of community and knowledge of local history through their historical studies of their own village. The school accommodation is satisfactory for teaching and learning.

MUSIC

134. Pupils' attainment is in line with national expectations at the end of both key stages. This represents a significant improvement on the finding of the previous inspection when pupils' attainment at Key Stage 2 was below national expectations. There is now a specialist teacher on the staff who teaches all classes except Year 1. Pupils respond well to music lessons. They behave and co-operate well.

135. At Key Stage 1 pupils have a satisfactory grasp of rhythmic values and successfully clap rhythms set by the teacher. They show understanding of written symbols that represent the different rhythmic notes and rests. Pupils choose and play classroom percussion instruments, improvising on the rhythmic patterns that they have clapped, reading correctly the symbols on the board. They know and correctly use terms such as "beat, half-beat, tempo" and "rest". Younger pupils also are familiar with the term, tempo, and know that it can be fast or slow. They also know the names of the percussion instruments and that they make different kinds of sounds. Under the direction of the teacher they improvise fast and slow music. One pupil acts as conductor and the pupils follow his direction well. Pupils with special educational needs particularly enjoy this work and make a significant contribution to it.

136. In Key Stage 2 pupils build well on their previous learning. They correctly use rhythmic terms and clap quite complex rhythm patterns that the teacher writes on the board. These involve a number of different note values and rests. This work develops well as pupils clap the rhythm of the theme of Rossini's "William Tell" and then listen to a recording of it. They note how the pattern is repeated with different instruments and name some of them correctly. Divided into two groups, half the class claps the rhythm of the theme whilst the other half claps the beat. The two groups successfully maintain the independent rhythms and hold a steady beat. The pupils make good progress through the lesson. They divide into further groups, choose distinct rhythm patterns and improvise on these, playing tuned and untuned instruments. All pupils have an instrument to play. To conclude the successful lesson the groups play their improvisations together, with one group setting the pulse.

137. Singing in assembly is of high quality. Pupils sing hymns and songs with good tone and secure intonation. They sing with enthusiasm and their diction is good. The large choir is open to all pupils and they too sing their songs with well-produced tone and careful phrasing and dynamics. Groups of recorder players meet outside school hours and are developing skills of playing and reading music successfully. A number of pupils learn brass and string instruments, taught by members of the local education authority's music service. The school presents concerts, carol services and other community events.

138. The teaching seen was sound in the youngest class where the lesson was satisfactorily paced and offered pupils the opportunity to create their own music, as well as allowing a pupil to "conduct" the others. The quality of teaching undertaken by the specialist teacher is good. The specialist teacher has a good knowledge of the capabilities and needs of the pupils and plans her lessons accordingly. She has devised a comprehensive and relevant curriculum based on the requirements of the National Curriculum. There is a good balance between its attainment

targets. Her knowledge and expertise are an asset to the school. Although in post for a relatively short time, the teacher's knowledge and experience is enabling the pupils to develop good skills and to enjoy their music lessons. Pupils are particularly anxious to succeed in playing the instruments. Pupils' attainment and progress are assessed informally during lessons.

139. The school uses a scheme that has been adapted from national guidance. There is a good variety of activities both in lessons and outside the curriculum. For example, pupils perform in the Christmas pantomime, concerts and plays and in celebrations for harvest and Christmas. There is a choir and a band and pupils have opportunities to learn to play various instruments such as the cornet, clarinet and violin. Resources are good and the accommodation is satisfactory for teaching music.

PHYSICAL EDUCATION

140. Standards in physical education are satisfactory and in line with national expectations by the end of both key stages. This is similar to the findings of the previous inspection. A key issue from the last inspection was to ensure that the full entitlement to physical education within the National Curriculum in the area of gymnastics was delivered. Alterations to the building have now enabled gymnastics to be taught in the school hall. The available space barely meets requirements. Older pupils have to be highly aware of the proximity of others when using space in the hall and there is, at present, no large climbing apparatus, nor room to install it, which limits gymnastic activities. In other respects, the subject is well resourced, giving pupils access to a good range of activities including dance, games and swimming for both key stages, and athletics and outdoor activities for pupils in Key Stage 2. There is no difference in standards between boys and girls. Boys and girls have equality of access to all activities and girls talked readily about playing rugby.

141. Pupils at the end of the Key Stage 1 have sound knowledge of what happens to their bodies when they exercise. For example, they know they get warm and that the heart beats faster "to get more blood to the legs". They know how to exercise and handle equipment safely. In gymnastics and dance they link series of movements together. Pupils work in pairs and small groups to develop imaginative ideas and movements. They share ideas about how their movements might be improved. This does not yet have real impact on the quality of their movements. Pupils show a suitable knowledge of tactics in games and good ball skills.

142. By the end of Key Stage 2, pupils have developed their understanding of the effects of exercise on the body and the need to warm up before the main activity. They know, for example, that the lungs work harder to take in oxygen and that the heart beats faster to carry that oxygen to the muscles. In swimming, most pupils attain their 25 metres badge and are able to swim using a variety of strokes. They play a variety of tactical games, for example, netball, football, hockey, rugby and cricket and show a good knowledge of tactics and team play. In outdoor and adventurous activities in the school grounds, pupils successfully locate letters using orienteering skills. In dance and gymnastics, they show an appropriate knowledge of the elements they need to work on in order to improve their performance. In gymnastics, most pupils show a good ability to sustain lifts with poise, whilst maintaining good quality body shapes.

143. In the lessons seen, most pupils responded well. In a Year 4 dance lesson, for example, pupils responded well to the teacher's questions and worked hard to refine dance sequences. Year 6 pupils showed a similar enthusiasm for their aerobics work, though the restrictions of the

hall space limited the extent to which pupils could extend their exercises. A few pupils lack concentration.

144. Teaching and learning are satisfactory overall. The only work seen at Key Stage 2 was that of an instructor and was of good quality. Good practice was seen when teachers gave good demonstrations and provided opportunities for pupils to demonstrate good quality

movement. They also encouraged pupils to evaluate each other's performance. Where practice was less effective, these opportunities were missed. Overall, insufficient emphasis is given to quality of movement and this prevents standards from improving further.

145. Resources are used well to support pupils' learning. This is further broadened by residential visits where pupils have opportunities to canoe, kayak, sail and build rafts as part of their outdoor adventurous activities. The school also employs an instructor to take some of the Key Stage 2 gymnastics. Observations indicate that this is having a beneficial effect on standards and attitudes towards the subject. Physical education has a higher profile now than at the time of the last inspection. It figures in the staff development training programme, outcomes from which are monitored by the co-ordinator. Extra-curricular activities in soccer, netball, rounders, cross-country running and rugby enhance the curriculum, providing further learning opportunities for pupils and helping to foster a spirit of competition. The school has a large outdoor field that provides good space for outdoor sports, though, currently, there is a problem with drainage.