

INSPECTION REPORT

RIPON CATHEDRAL CE PRIMARY SCHOOL

Ripon, North Yorkshire

LEA area: North Yorkshire

Unique reference number: 121581

Headteacher: Mr I L Johnson

Reporting inspector: Mr Rod Spinks
2783

Dates of inspection: 10 – 14 June 2002

Inspection number: 198365

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Priest Lane Ripon North Yorkshire
Postcode:	HG4 1LT
Telephone number:	01765 602355
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs M H Smallwood
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2783	Rod Spinks	Registered inspector	Science Physical education	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school managed? What should the school do to improve further?
12277	Kingsley Halden	Lay inspector		Pupils' attitudes, values and personal development.
20368	Sue MacIntosh	Team inspector	English English as an additional language Geography History Religious education	
24758	Debbie Townsend	Team inspector	Mathematics Art Music Equal opportunities Special educational needs	
20743	Derek Lever	Team inspector	Information and communication technology Design and technology Foundation Stage	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 11
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12 - 15
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15 - 16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17 - 20
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	21 - 23
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	23
HOW WELL IS THE SCHOOL LED AND MANAGED?	24 - 25
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	26
PART C: SCHOOL DATA AND INDICATORS	27 - 32
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	33 - 58

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ripon Cathedral CE Primary School is situated close to the centre of Ripon and draws its pupils from a wide area including a number of outlying villages. The school has just relocated to a new building built to one side of the previous playing field. The school caters for pupils aged four to 11. There are 285 pupils on the roll including 52 who attend the nursery part-time. The school is larger than similar schools nationally. A significant number of pupils leave and enter the school in the juniors. Approximately 12 per cent of pupils are eligible for free school meals, which is below national averages. Less than one per cent of pupils have English as a second language, which is well below the national average. Fourteen per cent of pupils are identified as having special educational needs by the school, which is below the national average and only one pupil has a statement of need. Pupils with special educational needs have a range of difficulties but the majority have general learning difficulties whilst a few have specific difficulties such as dyslexia and a number have emotional and behavioural difficulties.

Pupils come from a wide variety of backgrounds but generally come from advantaged backgrounds. Children's attainment on entry to the nursery is close to the average although a number have under-developed social and language skills.

HOW GOOD THE SCHOOL IS

Ripon Cathedral CE Primary School is a good school with some very good and outstanding features. Pupils attain high standards by the end of the infants, and those pupils who have their full education in the juniors also do well. Standards in art and design and physical education are above those found nationally by the end of both the infants and juniors. Overall, teaching is good although not as strong in the juniors as it is in the nursery and infants. The attitudes and behaviour of the pupils are very good and they work hard. The school has been well managed, particularly over the last year during the building and move to the new school. The governors are very effectively involved in the leadership of the school. At the time of the inspection although premises costs have not yet been established, the school gives at least satisfactory value for money.

What the school does well

- Good teaching.
- Excellent relationships.
- Very good behaviour and personal development.
- The spiritual, moral, social and cultural development of pupils.
- The good start provided by the Foundation Stage and infant classes.
- The wide range of extra-curricular and other curricular extension activities.

What could be improved

- The marking of pupils' work.
- The use of assessment information to inform individual pupil targets and the planning of appropriate work to meet them.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved since the last inspection in November 1997. Standards have improved in design and technology and information and communication technology, which were considered weak in the last inspection. Standards remain high in art and design and physical education. Standards in English, mathematics and science remain similar to those normally found. Teachers' planning has improved with more focused learning objectives and the systematic coverage of the subjects of the curriculum assured. The very positive pupils' attitudes and behaviour have been sustained and there are now more opportunities for the spiritual and cultural development of pupils both within assemblies and the subjects of the curriculum than previously. With the development of a clear vision for the future development of the school, the current managers and staff have the capacity to sustain and continue the improvements since the last inspection.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	D	E	D	Well above average A Above average B Average C Below average D Well below average E
Mathematics	B	D	E	D	
Science	A	D	E	D	

On entry to the nursery children are attaining standards which are similar to those normally expected of this age group in most aspects of development although a number have under-developed language and social skills. By the age of five, pupils have made progress and most will attain the early learning goals. By the age of seven pupils continue to make progress to attain standards close to those found nationally in English, mathematics and above average in science. In the year 2001 tests and assessments for seven-year-olds, pupils attained standards in reading and mathematics, which were close to the average and standards in writing were above average. Standards in science were above average. When compared with schools having a similar proportion of pupils eligible for free school meals, standards in reading and mathematics were close to the average and standards in writing above average. Results show some variation over the last three years, although generally they are improving at a rate similar to that found nationally.

Overall, by the age of 11, current pupils are attaining standards which are typical for their age. In the year 2001 national tests and assessments for 11-year-olds, pupils attained standards in English, mathematics and science which were well below the national average. In comparison with similar schools standards were below average in English, mathematics and science. This particular year group had significant changes in pupils from the end of the infants and tracking of individual pupils

who remained in the school for the whole of the juniors showed that they made at least satisfactory progress. The general trend in results over the last three years is of falling standards in contrast to slightly improving standards nationally.

From a detailed scrutiny of pupils' work over the last year, direct observations of their work in lessons, hearing pupils read and discussing their work with them, inspectors judge that most pupils are attaining standards similar to those expected in English, mathematics, science, design and technology and information and communication technology. Standards in art and design, geography, history, music, physical education and religious education are above those normally found. Higher attaining pupils do not always attain the high standards expected of them. Pupils make generally good progress to achieve these standards. The school sets targets for improving pupils' attainment, based upon a range of assessment information, but the final published targets are sometimes too challenging. Standards in literacy were above those found nationally. Standards in numeracy were similar to those found nationally, as pupils are given too few opportunities to use these skills in the other subjects of the curriculum. Overall, pupils make good progress over the whole of their education at Ripon Cathedral CE Primary School from entry to the nursery to final attainment at the end of Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive: Pupils are keen to learn, concentrate well and work hard.
Behaviour, in and out of classrooms	Very good: Pupils are kind and courteous to one another and to adults.
Personal development and relationships	Excellent: All relationships in the school are excellent.
Attendance	Satisfactory: The school works hard to maintain satisfactory attendance levels.

Pupils behave very well both in class and around the school. They play well together at play-time and lunchtime, with older pupils looking after and playing with younger pupils. They are polite and courteous to one another and especially so with the many adults in the school and with visitors. The adults in the school provide very good role models for pupils and contribute significantly to the excellent relationships.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 – 2	Years 3 - 6
Lessons seen overall	Good	Good	Satisfactory

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.

Overall, the quality of teaching is good throughout the school. In all, inspectors observed 50 whole or part lessons. In all lessons teaching was judged to be satisfactory or better, with teaching judged to be good in 19, very good in 14 and outstanding in one. There were no unsatisfactory lessons seen. Teaching was consistently good and very good in the nursery and reception classes, which ensures that children make a good start to their education. The teaching of English was good and teachers effectively extended the use of literacy skills in other subjects. The teaching of mathematics was good, although teachers did not develop pupils' numeracy skills in many subjects of the curriculum. Teachers have secure subject knowledge and use a range of teaching methods well. Lessons are effectively planned although teachers' marking of pupils' work does not always guide what they plan for pupils to learn next. Where teaching is only satisfactory teachers do not always plan work which enables all pupils to make sufficient progress, particularly higher attaining pupils in large teaching groups. The in-class support staff are used well to support pupils' learning, especially those pupils with special educational needs. All pupils respond well to the good teaching they receive. They work hard and concentrate well. They make at least good progress, however, the marking of their work does not always tell them how well they are doing or what they need to do to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: The curriculum is broad and balanced, fully meeting statutory requirements.
Provision for pupils with special educational needs	Good: There is a good process for identifying these pupils and teachers use individual education plans to ensure that they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: Pupils develop well into mature and independent young people by the time they reach the end of Year 6. Provision for pupils' spiritual, moral, social and cultural development is very good.
How well the school cares for its pupils	Good: The school provides a safe and secure environment where pupils are looked after well. The assessment information collected about pupils' progress could be used more effectively to target their work.

The school works very closely and effectively with parents. They help regularly in school and with trips and visits and are kept well informed about their children's progress. There is a flourishing parent-teacher association.

The school provides a rich and stimulating curriculum significantly enhanced by a range of visits as well as visitors to the school. Infant and junior activities take place in break and lunchtimes, such as recorder groups. After school, there is a wide range of extra-curricular activities for junior pupils, including musical and competitive sporting events. There are at present no after-school activities for

younger pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: All staff with management responsibilities are effective. They have all managed the recent move to the new building well. The headteacher provides clear leadership and there is a clear view for the future development of the school.
How well the governors fulfil their responsibilities	Well: Governors have a good understanding of the strengths and weaknesses of the school. They monitor the school's work very effectively and hold managers to account.
The school's evaluation of its performance	Good: The school evaluates a wide range of data well but could use the information gathered to more effectively promote higher standards.
The strategic use of resources	Good: There are good resources for teaching and learning. The accommodation in the new building is excellent.

The management of the school by headteacher, senior staff and the governors is good. They use a range of information to evaluate the effectiveness of the school and plan appropriately for future development. Governors have established good systems for ensuring that they are fully aware of the work of the school. Governors, whilst seeking best value in their purchases, are not yet fully applying the principles of best value to the overall effectiveness of the school. There are sufficient well-qualified teachers and support staff to meet the need of the teaching programme, and the general level of resources is good, although the number of computers is fewer than normally found. The new building provides excellent accommodation for teaching and learning but the playground space is limited and the playing field will not be available for use until next spring.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils' good behaviour. • Pupils make good progress. • Good teaching. • The good management of the school. • The personal development of pupils. 	<ul style="list-style-type: none"> • The amount of homework pupils are expected to do. • The range of extra-curricular activities.

Inspectors agree with the very positive views of parents. Pupils make good progress in response to the generally good teaching they receive. The behaviour and personal development of pupils is very good. Homework is used to support pupils' learning but it is not used consistently and older pupils could do more. There is a very good range of extra-curricular activities for all pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Inspectors based their judgements on an analysis of test and assessment results, direct observations of pupils in lessons, hearing pupils read and a detailed scrutiny of pupils' present and past work. Discussions were held with pupils where other evidence was limited to establish what pupils knew and could do.
- 2 The early assessment of children on entry to the nursery indicates that their attainment is typical of that normally found although a significant number of children have under-developed social and language skills. By the time these children enter the reception classes they have made good progress and are attaining standards similar to those expected.
- 3 By the end of their Reception Year current children are attaining standards which are at least typical in all areas of learning.
- 4 By the age of seven, current pupils are on course to attain standards which are higher than normally found in science, art and design, music, physical education and religious education. Standards in all other subjects are in line with those normally found. In the 2001 tests and assessments for seven-year-olds, overall standards in reading and mathematics were close to the national average. Standards in writing were above average. The proportion of pupils attaining the expected Level 2 was close to the average in writing and below average in reading. The proportions attaining the higher Level 3 was well above average in reading and above average in writing. In mathematics, the proportion attaining the expected Level 2 and the higher Level 3 was close to the average. In science, the proportion attaining the expected Level 2 was very high and the higher Level 3 was close to average. The attainment of girls and boys was similar. Results, although showing variation from year to year, are generally improving at a similar rate to the national trend.
- 5 In comparison with similar schools using national benchmark information standards in reading and mathematics were close to the average and writing above average. Standards in science were above average.
- 6 From a review of pupils' current work they are attaining standards which are above those expected in science, art and design, music and physical education. Standards are similar to those expected nationally in all other subjects of the curriculum. Standards in design and technology and information and communication technology show significant improvement since the last inspection.
- 7 By the age of 11 pupils are attaining standards which are close to those normally expected in most subjects. Standards in art and design, geography, history, physical education and religious education are above those normally found. In the 2001 tests and assessments for 11-year-olds the percentage of pupils attaining the expected Level 4 was well below the

national average for English and mathematics, close to the average for science. The percentage attaining the higher Level 5 was well below average for English, mathematics and science. Using national benchmark information, standards were well below the national average for English, mathematics and science. In comparison with similar schools standards in English, mathematics and science were below average.

- 8 Over the last three years standards in English, mathematics and science have fallen. When pupils' attainment at the end of the infants is taken into account, progress in the juniors is good in English, mathematics and science for those pupils who complete the whole of their schooling at Ripon Cathedral CE Primary School. A number of pupils, over a quarter in the 2001-year group joined the school during their junior education. However, a small number of higher attaining pupils do not achieve as well as they should in the large teaching groups found in Years 5 and 6.
- 9 From a scrutiny of pupils' work and their work in lessons inspectors judge that current pupils are attaining average standards in English, mathematics and science. Standards in literacy are above average and teachers ensure that pupils' literacy skills are used in the other subjects of the curriculum. Numeracy skills are typical of those normally found but there is insufficient use of these skills in the other subjects of the curriculum.
- 10 Standards in information and communication technology are similar to those found nationally. Pupils in the juniors are beginning to access information to support learning in a number of subjects through the Internet. This is a marked improvement since the last inspection.
- 11 Pupils are attaining standards above those expected in art and design, geography, history, physical education and religious education. Standards in design and technology and music are typical of those expected by the end of the juniors.
- 12 Overall, pupils are achieving satisfactorily. Current juniors entered the school with average levels of attainment and are making at least satisfactory progress. Progress is good in art and design, geography, history, physical education and religious education.

Pupils' attitudes, values and personal development

- 13 There is every reason for Ripon Cathedral CE Primary School to be proud of the quality of the attitudes, behaviour, sense of values and personal relationships of its pupils. What was observed throughout the week of the inspection was not merely a temporary display of good manners, courteous conduct and a civilized way of relating to each other by pupils and all adult staff but genuine and authentic evidence that these things matter and are cultivated in the school from day to day.
- 14 Pupils' attitudes to the school and to education are very good. These attitudes are well-formed and are developing into maturity. The attitudes of parents and teachers contribute to those of the pupils. For example, class teachers take care to have class-rooms suitably prepared for each day's sessions so that when pupils arrive they are greeted and enabled to settle down easily. Similarly, at the end of the day class teachers see the pupils to the door

and normally stay with younger pupils until they are collected. During the hours between arrival and departure, the pupils are capable of sustaining a good level of interest, enthusiasm and performance in their learning sessions as well as in the various extra-curricular and social activities which take place. They aim to complete their class-work, work well together and manifest a capacity for concentration and independence. The attitudes to school begin to be shaped in the Foundation Stage, where care is taken to ensure that children are given the right start to school life as a whole. Behaviour of pupils throughout the school is generally very good. The Christian ethos which is cultivated, the school's rules which are specially designed to encourage personal evaluation rather than to be a code of prohibitions and the home environment of the pupils work together very well to make the quality of behaviour in the school what it is. This is not to say cases of poor behaviour leading to acute inter-personal relationships among a few pupils are unknown in the school. In fact, there are recorded instances of bullying and aggressive behaviour leading to exclusion from the school. However, these have been isolated cases which have been appropriately managed and not allowed to damage the security of pupils in general. The behaviour and anti-bullying policies of the school combine compassion with firmness. The Behaviour Management programme operates informally but positively with the help of external support. The pupils are aware of the difference between right and wrong conduct. They explain that the *Yellow line* in the playground indicates the boundary beyond which they must not go for their own safety and they know that this is because they would be beyond the range of observation. Self-discipline is an active factor among the pupils and they benefit in all this from the school's links with the Cathedral, with which the school shares an active relationship.

15 Personal development is stimulated by various opportunities provided in the school. Key Stage 2 pupils now produce a school magazine, C. MAGZ, in its entirety. The personal, social and health education policy objectives are in line with Curriculum 2000 and they combine to promote the maturity of pupils. Simple tasks such as taking the register to the school office mean that the process of development begins from the Foundation Stage. Allocated responsibilities are increased as the pupils move up from class to class, these include looking after packed lunches, arranging equipment for play-time and assemblies; acting as canteen monitors or as tour guides for visitors, and helping with lunch-time extra-curricular activities. Pupils are involved in current discussions for setting up a School Council, and its introduction is intended to help towards the growth of pupils' sense of responsibility. Relationships at Ripon Cathedral CE Primary School are excellent. Day-to-day life at the school is normally free of conflicts or aggressive behaviour, after taking into account the very few incidents by which this fact has to be qualified. Play-time, dinner in the canteen and assemblies are whole-school occasions when pupils of all ages mix freely and these provide evidence of the very good relationships among pupils and staff. A walk to the Cathedral by groups of pupils, which is a regular activity, is an orderly and friendly exercise when hardly any supervision by the accompanying leader is necessary. Visitors, such as the inspection team, are made to feel welcome and that their presence is appreciated. Politeness, courtesy and respect belong to the character of the school. It was not difficult, in these circumstances, to understand why one child from Reception Year in an interview with a group of children said "*We don't want to go home at the end of the school day*".

16 Behaviour, attitudes to school, personal development and relationships are inter-related and

together they are a significant strength of the school.

- 17 The rate of attendance is satisfactory. At just over 94 per cent, it is below the national level for primary schools. Absences are authorised mainly for medical reasons and for holidays during terms. The school is mindful of the need to continue to monitor attendance in order to increase the rate so that it equates or exceeds the national level. Given the good behaviour, the attitudes to school, the personal relationships and the social environment that exist at such a high level at the school there is every reason why a higher rate is achievable.

HOW WELL ARE PUPILS TAUGHT?

- 18 Pupils are taught in a variety of single and mixed age classes. Nursery and reception classes are discrete age groups and there is one class of Year 1 pupils. All other classes are of two mixed age groups. Most classes are taught by their class teacher for most subjects, although there is some specialist teaching of physical education and where two parallel classes utilise teacher expertise, for example in music and religious education. In the juniors English, mathematics and science are taught in sets.
- 19 Overall the quality of teaching is good, with about two thirds of the teaching seen being good or better. Pupils respond well to their teaching and make mostly good progress throughout both key stages to currently attain broadly average standards by the age of 11 in English, mathematics and science.
- 20 During the inspection 50 whole or part lessons were observed. All classes were observed for their literacy and numeracy lessons. The teaching observed was at least satisfactory in all lessons. Sixty-eight per cent of teaching was judged to be good or better with 30 per cent judged to be very good or excellent.
- 21 Overall, the teaching of children under-five was good and often very good. Teachers have a good understanding of how children in this age group learn and plan appropriate experiences to enable them to make good progress. There are always good opportunities for children to develop their language skills and social development is very good. Children are given many opportunities to develop early reading and writing skills.
- 22 The teaching in the infants is good overall. In total 17 lessons were observed, of which six were very good, eight good and two satisfactory. Teachers have a good knowledge and understanding of the subjects they teach. They plan lessons effectively and use a range of different approaches to deliver brisk and lively lessons which motivate pupils to work hard and make progress. They organise their classrooms well and manage pupils very well so that behaviour is always at least good. For example, in a Year 1 and 2 design and technology lesson the teacher's good understanding and confidence in the use of information and communication technology enabled her to enhance pupils' learning experiences when they used a program to design *Joseph's Coat* by placing colour blocks on a coat outline.
- 23 The teaching in the juniors is satisfactory overall. In total 23 lessons were seen, of which

one was outstanding, three very good, eight good and 11 satisfactory. Teaching is of a higher quality in Year 3 and 4 classes than in Years 5 and 6. Teachers have secure subject knowledge and plan lessons that generally challenge pupils to achieve. However, where there are particularly large groups as in mixed Year 5 and 6 classes, lessons occasionally fail to meet the needs of a number of higher attaining pupils. Pupils concentrate and work hard and briskly to complete the tasks they are set so ensuring that they make progress. For example, in a good Year 5 and 6 numeracy lesson on symmetry the teacher used a good balance of whole-class teaching and group work to enable pupils to be able to demonstrate and describe the rotational symmetry of a quadrilateral using co-ordinates and squared paper. Where teaching is very good and excellent teachers enthuse and motivate their pupils to achieve very high standards.

- 24 Teachers plan effectively and mark pupils' work regularly. However, the quality of marking is inconsistent. Some teachers clearly identify what pupils know and can do and then set clear targets for further development, whilst others use effective praise but do not indicate what pupils need to do to improve. Few teachers use the information they gain from marking pupils' work to plan what they should teach next.
- 25 The teaching of English is good in the infants and lower juniors and satisfactory for older junior pupils. The teaching of mathematics is good in both the infants and juniors. The teaching of science is good.
- 26 The teaching of literacy is good overall and some teachers make very good links between the literacy programme and the other subjects of the curriculum. They frequently identify the strategies being used in literacy lessons and apply them in other subjects. For example, in a Year 3 and 4 art and design lesson pupils discussed their chosen chair designs and the teacher ensured the use of the correct vocabulary and terminology such as *conservatory chair*. Teachers encourage pupils to share their ideas and pupils listen and learn from their peers and teachers in informal and formal situations. The strong focus on literacy throughout the school has had an impact on raising the standards pupils attain by the end of Year 6.
- 27 The teaching of numeracy is good. However, teachers do not use pupils' numeracy skills sufficiently to enhance their learning in other subjects such as design and technology for measuring or in science for data handling.
- 28 In the other subjects of the curriculum it was not possible to observe lessons in every class, but a representative sample for most subjects were seen. The quality of teaching in the foundation subjects of the National Curriculum was good. Where teaching is good or better teachers plan effective lessons delivered through a range of approaches. Where teaching is satisfactory there was a balance of strengths and weaknesses in these lessons. The key weakness inspectors observed was that the work presented to pupils was not always well matched to their needs, particularly for higher attaining pupils in Year 5 and 6 when taught within a large group of more than 30 pupils. This allowed the pace of learning to slow down and these pupils only made satisfactory progress.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED

TO PUPILS?

- 29 The Foundation Stage curriculum provides very well for all areas of children's learning. Overall, this curriculum continues to provide the children with a very good education that promotes all aspects of their development and prepares them for the next stage of their education. All staff are aware of the particular needs of the children in their care, ensuring that these are reflected in very detailed planning. Considerable attention has been given to developing children's language and communication skills alongside their personal and social skills. This is reflected in a well-planned curriculum that provides rich learning experiences in both the nursery and reception classes.
- 30 The quality and range of the curriculum for the infants and juniors are good. The school provides a purposeful and stimulating learning environment. The curriculum meets the statutory requirements of the National Curriculum and that of the locally agreed syllabus for religious education. The school gives due attention to ensuring the curriculum meets the needs of the pupils with specific learning difficulties. Learning experiences for these pupils are good.
- 31 The curriculum is appropriately broad, balanced and relevant to the needs and interests of the pupils. An appropriate amount of time has been allocated to the teaching of English, mathematics and science. Information and communication technology is taught as a separate subject, but the programmes for all other subjects provide an appropriate range of opportunities for pupils to apply their information and communication technology skills. Similarly, pupils' personal, social and health education is developed across a range of subjects. The focus on developing personal and life skills, as identified in the previous inspection report, continues to have a positive impact on the maintenance of pupils' very good attitudes to learning. It underpins the school's very effective approaches to behaviour management, and is now playing a significant role in raising standards. Effective policies are in place for sex education and for ensuring that pupils understand the dangers of drugs. The taught units of the personal, social and health education programme cover a wide range of aspects relevant to the pupils, dealing with issues such as diet, drugs, smoking and exercise, as well as how we need to respect others and the places where we live. This approach towards developing pupils' personal skills and attitudes effectively contributes to a good understanding of what citizenship means.
- 32 Curriculum policies are in place for all subjects. Staff have collaborated well in planning the curriculum. This has improved consistency, and led to teachers' greater awareness of what is being taught in other classes. The school has made good use of national guidelines and advice from the local education authority to help revise both policies and schemes of work. Curriculum planning is detailed for all subjects and is reviewed by subject co-ordinators, often in mini-teams. Governors, principally through their Curriculum Committee, have reviewed, revised and adopted these policies and schemes. Consequently, they have a clear awareness of the school's curriculum. Assessment opportunities form an integral part of planning and, where the outcomes of these assessments are used to determine future teaching and learning, they contribute effectively to raising standards. In the previous inspection, assessment was judged to be a strong feature. However, whilst assessment

continues to be seen to have great importance, the current good practice does not extend across the whole curriculum. Information collected is not used rigorously and consistently to determine individual pupil performance targets and the planning of appropriately challenging work for all pupils, particularly the higher attainers. The marking of pupils' work varies widely in its quality. At its best, it praises good work and informs pupils what they need to do to improve further. However, many books were seen where the marking was cursory, not up to date and unhelpful.

- 33 The school has successfully implemented the national guidelines for literacy and numeracy as it strives to raise standards in these subjects. Reception children, who have recently attained the early learning goals related to the areas of literacy and numeracy, experience lessons organised to reflect the national guidelines. This gives them a very good start as they prepare for moving into the infants. The school has invested considerable time and effort into developing pupils' writing skills and, because of the general improvement in competence, this is now less of an impediment to pupils making progress across the curriculum as a whole. However, the school rightly identifies that this continues to be an area for development.
- 34 The school continues to be fully committed to equality of access and opportunity for all its pupils and has regard to all statutory requirements. Where pupils are withdrawn from lessons, for example to receive additional music tuition, they are fully integrated back into the lesson in order to access the same learning opportunities as their peers.
- 35 The quality of computers in the classrooms shows improvement from that noted at the time of the previous inspection. Old hardware has been sensibly written off. CD-ROMs, for example, *Reader Rabbit* to support literacy and *Ancient Egyptians* to facilitate research skills, are available in each room. Given that, at the time of this inspection, the new school building had been open for only a few weeks, it is understandable that the planned purchase of additional computers has been deferred. The school is aware of the need to extend the provision of resources and is having extensive and appropriate discussions about the most effective way of doing this. Wiring is in place to service the machines and provide much needed Internet access. Acknowledging the need for this access, the headteacher has arranged for older pupils to use the office machines as an interim measure. Pupils appreciate this arrangement, which enhances their opportunities to research information independently. Class lessons concentrate on direct teaching of computer skills and this is proving effective in raising standards in the infants and juniors to levels much improved since the previous inspection.
- 36 The curriculum is successfully enhanced and extended by the effective use of good quality, well-maintained resources. A range of extra-curricular activities are provided for both infants and juniors at break and lunchtimes. After-school clubs for juniors, such as volleyball, keep fit, performing arts, craft, information and communication technology, hand-chimes and environment provide pupils with the opportunity to explore areas of interest as well as develop particular talents. The clubs are very popular and comprise similar numbers of girls and boys. Residential visits, for example to Beverley Park (Years 5 and 6), visits to Ripon Cathedral, museums, historical sites and a range of other local and national places of

interest help pupils broaden their personal as well as learning experiences. Provision for extra-curricular and curricular extension activities is very good.

- 37 The school has established good links with the local and wider community. It has good links with surrounding schools and the local college of further education. Pupils' sporting skills, for example in basketball, benefit from a range of professional sports coaches. Appropriate links exist with the receiving secondary schools. The contribution of the community to pupils' learning is good. A number of visitors come into school to support and enhance learning and promote pupils' awareness of their role in the local community. Representatives of the Cathedral work with pupils to develop their spiritual awareness and enhance the school's provision for moral development. Other people visit school and contribute to pupils' personal development, for example police officers who work with Year 5 and 6 pupils in a range of challenging and adventurous activities. The school is participating in a three-year project (finishing in 2003) with the Harrogate Community Dental Service to reduce the incidence of tooth decay, and also in the North Yorkshire County Council Healthy Schools Scheme. Scrutiny of records and talking to Year 3 and 4 pupils following a visit to their class by the school nurse during the inspection, indicates that both schemes are already having a positive impact on the health and fitness of pupils.
- 38 The provision for pupils with special educational needs is good. The school fully implements the national Code of Practice. Focused analysis of pupils' specific individual needs, started well in the nursery, is continued effectively throughout the school, and reflected in individual teaching and learning programmes. Pupils are well supported by teaching assistants, and parents who give much appreciated voluntary support within and beyond school. The inclusion of pupils with special educational needs in a wide range of activities reflects productive relationships with outside agencies.
- 39 The school continues to be very successful in promoting pupils' spiritual, moral, social and cultural development. Overall, provision is very good and is a strength of the school. Teachers are sensitive to pupils' needs and help them deal with difficult situations and events that arise in their lives. All pupils, including those with special educational needs, are encouraged to feel a strong sense of identity within the school community.
- 40 The provision for spiritual development is very good and is largely promoted through assemblies, religious education and personal, social and health education including community education. Worship was not inspected as the school was undergoing a separate inspection in accordance with its church status. However, opportunities for pupils to reflect on their own experiences and those of others were observed and noted in planning. Pupils are taught to have respect for other religions and, through such experiences as visits to Bradford to learn about Hinduism and the celebration of different faith festivals, develop an awareness of other faiths. Other opportunities arise in whole class discussions when pupils reflect on special moments, for example the first day in their new school building, and what they mean to them. Pupils say prayers, for example, in assemblies and before the lunchtime meal, and sometimes compose their own. These occasions, too, use quiet reflection, hymns, stories and music to encourage spiritual insights. Nursery children eat their snack to background music and dance if they wish, for example when a girl spontaneously (and to the

obvious delight of her classmates) danced alone to Tchaikovsky's *Waltz of the Flowers*. Teachers constantly encourage pupils to express their feelings, for example when a Year 2 pupil, asked about entering Ripon Cathedral, said, "*I just feel the atmosphere of the building ... more than a lifetime to build ... only had human strength and hope...*".

- 41 Provision for moral development underpins much of the work of the school and is very good. Considerable attention is given by all staff to ensuring pupils know right from wrong. The consistent application of the school rules and rewards system, and implementation of the behaviour management policy by all staff ensures an excellent framework for the pupils' moral development. It has contributed more recently to raising standards, especially in the upper junior classes. The school has made impressive efforts to ensure pupils are made aware of the consequences of their actions, not only for themselves but for others as well. Adults provide good role models. Pupils understand that systems of rewards and sanctions are based upon fairness and there is a willing acceptance by pupils that merit has been earned.
- 42 Provision for social development is very good. The school works hard at creating a community where everyone feels valued and respected for the individual (s)he is. This is reflected in the excellent relationships around the school. The inclusion of pupils with special educational needs in all the activities offered by the school is demonstrated by the high degree of consideration and empathy shown to them by others. Pupils are encouraged to support each other in team games and applaud each other's efforts. Opportunities are given for pupils to take organisational responsibilities for managing resources, monitorial duties at break and lunch times, House duties, assembly preparation, helping younger pupils, and with fund-raising events at school and parent-teacher association functions. Pupils help each other and co-operate well in lessons. When they are given opportunities to use their initiative, pupils show maturity and willingness to do things for themselves, for example when upper juniors produced a booklet about combating racism and oppressive behaviour. Consistent praise, encouragement and recognition of achievement raise confidence and build esteem – staff do this well.
- 43 Provision for cultural development is good. The curriculum offers a good range of activities to develop pupils' local knowledge and cultural awareness. Knowledge of local culture is developed through subjects such as history and geography. Items of interest, observed during visits into and beyond the immediate community are recorded through sketches, notes and photographs using a digital camera. Follow-up work in school has a positive impact on raising the level of pupils' cultural awareness. This is extended to other cultures through art and design, dance, music and involvement in activities such as the sponsoring of a child's education in India. Some evidence of pupils' exploration of other cultures could be seen in displays around the school, such as the one in a lower junior classroom where clothes typical of those worn in China and India were exhibited and used as a stimulus for designing coats. There are however relatively few books in the library reflecting different cultural traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 44 The good provision for pupils' well-being, health and safety has been successfully maintained since the last inspection. The school continues to take good care of its pupils and has established an ethos of caring that offers them good opportunities to do their best. There are effective measures in place to ensure support and guidance for all pupils. The headteacher provides good leadership in this area and is knowledgeable about individual pupils.
- 45 The school has comprehensive policies for health, safety and child protection. A safe and secure environment is provided for all pupils. Procedures for child protection are established, known and effective. There is a trained, designated person responsible for child protection and staff, over half of whom have attended training in this field, and who are well aware of the procedures to be followed, as are parents. Good working arrangements are maintained with appropriate agencies. Good arrangements are in place to enable the school to meet its responsibilities in relation to health and safety principles and practices. These include effective liaison with the company involved in the Private Finance Initiative that financed the building of the new school and now has responsibility for many aspects of health and safety. Governors are clear about who is responsible for what. Arrangements for such matters as educational visits, including those that are residential, are carefully planned. Medical and first aid provision is very good. Two staff have up-to-date work-place first aid qualifications and other staff are also qualified to act in an emergency situation. Staff have received training, and facilities are good, easily accessible and regularly maintained. Arrangements for pupils who are unwell during the school day are handled well. Routine matters such as fire drills are dealt with efficiently.
- 46 Procedures for monitoring and promoting good behaviour are excellent. The school has a well-developed behaviour management policy. All pupils and parents are aware of it and it is supported by rules displayed in classrooms, mission statements and memory-joggers or mottoes. The behaviour and anti-bullying policies are implemented effectively across the school. There are clear guidelines and procedures for rewarding good behaviour and systematic approaches for dealing with any disruptive or unsociable behaviour or bullying. The school makes effective use of a range of rewards, for example stickers, certificates and House points, that lead to recognition and celebration of pupils' efforts in assemblies. All pupils, including those identified as having learning difficulties, respond well to these rewards and acknowledge that they are gained on merit. Parents are informed immediately if the high standards of behaviour are not adhered to, and support the school's endeavours to rectify the situation. In turn, pupils are given the support they need. This works effectively and is having a positive effect on the progress pupils make. The school takes any reports of bullying very seriously, and parents and pupils are confident that should incidents occur, they would be dealt with promptly and effectively.
- 47 Monitoring and support for pupils' personal development is very good. The school places much emphasis on its programme for personal, social and health education and includes community education here. This contributes effectively to pupils' personal development. The headteacher, teaching staff and other adults who work in the school know their pupils well, and pupils know they can turn to any adult for support. The school includes personal,

social and health education and citizenship issues across the curriculum and valuable opportunities for pupils to discuss personal, social and other issues are planned well. Provision for sex and drug education is firmly embedded in the curriculum, and other lessons in healthy living are promoted widely and well.

- 48 Support for pupils with special educational needs is good. No pupil is excluded from the full range of curricular, extra-curricular and curriculum extension activities. Pupils with learning difficulties, those who join the school from elsewhere, and children who enter the nursery and reception class in January are also actively supported by staff and pupils and made to feel part of the school family quickly. They settle into the routines and display very good attitudes to the school and their learning. Pupils form excellent relationships with other pupils and adults alike.
- 49 Procedures for monitoring and maintaining regular attendance are satisfactory. The school actively encourages good attendance by ensuring that pupils enjoy coming to school. The interesting lessons, good teaching, very good relationships and caring ethos have a positive effect on attendance. School procedures are implemented consistently. Registers are monitored regularly and consistency of marking them is maintained across the school. Pupils with low or erratic attendance are encouraged to attend regularly, and latecomers are dealt with appropriately. Annual reports contain details of attendance. The school continues to work very hard to maintain the current levels of attendance.
- 50 Statutory requirements are met fully in both teacher assessment and National Curriculum testing at the ages of seven and 11. Procedures for monitoring academic progress are good. The monitoring of progress in reading is effective. Teachers regularly record gains made in skills, knowledge and understanding. This information is shared with parents at meetings each term and also in progress reports. The procedures enable the school to check what pupils know, understand and can do. Processes for assessing the needs of the pupils with special educational needs are good. The individual education plans include detailed programmes designed to enable pupils to make good progress. The assessment data from national tests, additional optional tests (taken annually by the juniors), tests regarding the selection process for secondary education at 11, and annual reading tests are analysed thoroughly. The school has at its disposal a wealth of quality information about pupils' attainment and progress, particularly in English, mathematics and science, trends over time, the relative performance of boys and girls, and comprehensive records of information and communication technology skills developed over time. However, this data is not always used to determine what should be taught next or where provision needs to be adjusted in order to meet the needs of pupils and raise standards further. In addition, the performance targets set for Years 5 and 6, although including a range of possible outcomes, have been unrealistically challenging in the past two years. Targets are shared with parents and governors and most Year 6 pupils understand what their targets are. School data that clearly shows how the cohort's performance has been systematically tracked over time in English, mathematics and science is used by teachers to predict results when pupils are eleven. Agreed performance targets with the local education authority do not always reflect this data. The result has been a discrepancy between teacher assessment and test results at 11. In some foundation subjects, for example history and geography, information collected

refers to themes covered more than skills developed. There is no clear view about the performance in these subjects of pupils aged seven and 11 compared with the standards expected nationally in relation to National Curriculum subject levels.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 51 The partnership between parents and the school is well-established, effective and secure. It contributes very positively to the pupils' education. The attitudes, behaviour and relationships which were observed during the inspection originate, undoubtedly, in the homes of pupils and the school can rely on the co-operation of parents at all times on all issues. Most parents have a very high view of the school and they value even the simple, but important, ways in which the school demonstrates that it cares for their feelings and any concerns they may have from time to time. For example, parents who are some times unavoidably late in collecting their children know that the children will be safely accommodated until their arrival. There have been few instances where aggrieved parents took a strong stand because of their children's experience of bullying or poor relationships but these have been balanced by occasions when parents fully endorsed the action taken by the school against bad behaviour, even if that meant exclusion. Parents have full confidence in the headteacher and staff and this was evident at the pre-inspection meeting, from the questionnaires and the interviews with parents in the playground during the inspection.
- 52 There are ample opportunities for parent-teacher consultations and discussions about pupils' welfare and performance. For instance, regular contacts are offered by after-school collection of children. Teachers are always accessible to parents, who also know that a telephone call to the school office will produce the desired contact with the classroom providing a well-used daily point of contact. Add to this the scheduled Parents' Evenings and the result is satisfaction by parents over the opportunities for direct communication. Parents are also satisfied with the opportunities they have for involving themselves in the classroom and other in-school activities. The school benefits from an active parent teacher association and the required Home-School Agreement is fully in place.
- 53 The school communicates with parents regularly and by standard channels. There are newsletters at scheduled and special intervals. The School Brochure and the Annual Report by the governing body to parents are well prepared, suitably illustrated and satisfactorily informative. They meet statutory standards. Annual school reports on academic progress and performance have clear, comprehensive and legible contents. Parents' contribution to pupils' learning at home is just satisfactory and could be improved. Only limited evidence of homework across the school was available to inspectors. It is understandable that the period of the change-over from one building to another would have limited aspects of the partnership between school and parents. The headteacher is aware of this and regards a return to normal consultations as a priority.
- 54 The partnership, on the whole, varies from being good to very good, mostly the latter, and is another strength of the school contributing to pupils' education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 55 The headteacher has established a clear aim for the work of the school to continue to improve standards and the quality of education since the last inspection. As the leader of a team of senior managers he has sustained the good features and ensured that the Key Issues identified at the last inspection have been effectively addressed. This is shown well by the even better pupils' attitudes, behaviour and personal development and the improvements in design and technology and information and communication technology standards and teaching. The school now has appropriate priorities for future development. At this time the work of subject co-ordinators is being developed, particularly with respect to monitoring the work of the school and then using the information gained to raise standards still further.
- 56 The school's Christian aims are clearly reflected in its daily work. The excellent relationships and very good behaviour of pupils, their concentration and hard work and their care for one another, all positively enhance their learning and the standards they achieve.
- 57 After a period of hard work to develop a new school building the senior managers and the governors share a commitment to develop Ripon Cathedral CE Primary School still further. The school has the capacity to sustain the current improvement and to continue to improve the quality of education and the standards pupils attain.
- 58 The governing body carries out its role very effectively. Governors are committed to their work. There is an effective committee structure, which enables the governing body to work more efficiently.
- 59 Governors have begun to monitor the work of the school and have a very clear picture of the school's strengths and weaknesses. For example, special educational needs and literacy governors visit the school and are aware of the many issues facing the school in these areas. They are well informed by managers, and are beginning to set challenging priorities for the future development of the school. They are involved in producing the school development plan and have established a secure process for linking the plan with setting the school's budget.
- 60 There has been a good amount of classroom monitoring by senior managers and subject co-ordinators as well as local education authority officers to improve the quality of teaching and learning. Overall, the quality of teaching is better now than at the time of the last inspection.
- 61 Recent national assessment information has been evaluated to measure the overall effectiveness of the school. The headteacher also compares the school's effectiveness with the data available for similar schools.
- 62 Subject co-ordinators monitor teachers' planning regularly but they are not using assessment information to identify specific weaknesses in pupils' attainment across the whole range of the National Curriculum. They do not use teachers' ongoing assessment of pupils' attainment to ensure that the work provided for pupils enables them to make the maximum progress.
- 63 The governors have established clear procedures for the performance management of staff

and have set clear and challenging targets for the headteacher to achieve.

- 64 There are effective and efficient systems of financial control. The good use of computer systems by the administrative staff ensures that regular budgetary information is available for senior managers and governors so that they can monitor spending and ensure that agreed priorities are being met. The higher than average carry forward of funds results from the need to re-evaluate resource needs following the move to the new building.
- 65 The governors ensure that all spending is carefully considered and targeted and gives best value. Spending is directed through the school development plan, which is produced through consultation with the senior managers. At this time governors are beginning to apply best value principles but this is at an early stage of implementation.
- 66 There are sufficient well-qualified and experienced teachers to deliver the curriculum. The current deployment of teachers to the larger than average upper junior classes does not always enable all pupils to make good progress. Pupils with special educational needs are effectively supported by both teachers and classroom support assistants so that they make good progress. However, some teachers do not always make the most use of their support, and occasionally support assistants are listening to the teacher and not having a direct input to pupils' learning. The school makes effective use of some parents to support aspects of its work in classrooms, for example, hearing pupils read and a team of parents and grandparents assisting with the classification of books as part of development work in the library.
- 67 The school building provides an excellent range of accommodation for teaching and learning. There are sufficient classrooms and the hall provides a good space for indoor physical education. The cleaning staff are very effective and the school provides a welcoming environment for pupils to learn and play. A range of displays of pupils' work further enhances the school environment. There are very good, safe, outdoor play areas for younger pupils, areas for pupils to sit quietly and the playground although small is marked out for play. A range of equipment is available for pupils to use during the lunchtime play period. The school grounds provide a very good environment for pupils and when the playing field becomes available for use this will provide a good large grassed area for playing games such as football, and in summer will provide a large play area for pupils at lunchtime.
- 68 There are good levels of resources for both teachers and pupils. These are stored well so as to be accessible. There are fewer computers than usual but the school is waiting to determine the most efficient ways of using computers in the new building.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 69 The school governors, in conjunction with the headteacher and staff, should take the following actions to further improve the quality of education by:
- (1) Ensuring that pupils' work is marked consistently so as to identify what they can do well and what they need to do to improve. [24, 32, 93]
 - (2) Developing teachers' use of assessment information:
 - a) to set individual targets for pupils. [32, 50, 93, 94, 102]
 - b) to ensure that they plan work which enables all pupils to make good progress. [24, 50, 62, 94, 102]
- 70 The school governors, in conjunction with the headteacher and staff, may also wish to address the following areas in their action plan:
- (1) Review the staffing and support for large teaching groups in order to meet the needs of all pupils. [28, 66]

The numbers in brackets relate to the main paragraphs of this report where these issues are mentioned.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	19	15	0	0	0
Percentage	2	28	38	30	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	259
Number of full-time pupils known to be eligible for free school meals	--	30

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	1	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	18	15	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	15	16
	Girls	14	14	15
	Total	27	29	31
Percentage of pupils at NC level 2 or above	School	82 (88)	88 (93)	94 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	18
	Girls	14	15	15
	Total	28	31	33
Percentage of pupils at NC level 2 or above	School	85 (93)	94 (95)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	11	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	14
	Girls	9	8	11
	Total	16	16	25
Percentage of pupils at NC level 4 or above	School	59 (64)	59 (69)	93 (83)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	15
	Girls	10	10	11
	Total	18	20	26
Percentage of pupils at NC level 4 or above	School	67 (67)	74 (72)	96 (67)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	259
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	1	0
Other minority ethnic groups	0	0

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

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

Total number of qualified teachers (FTE)	11.6
Number of pupils per qualified teacher	24.3
Average class size	29

Education support staff: YR– Y6

Total number of education support staff	6
Total aggregate hours worked per week	101.75

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	3
Total aggregate hours worked per week	52.5
Number of pupils per FTE adult	10:1

FTE means full-time equivalent.

Financial information

Financial year	2000/1
	£
Total income	515,816
Total expenditure	502,922
Expenditure per pupil	1,771
Balance brought forward from previous year	21,969
Balance carried forward to next year	34,863

Recruitment of teachers

Number of teachers who left the school during the last two years (FTE)	0.7
Number of teachers appointed to the school during the last two years (FTE)	2.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	309
Number of questionnaires returned	120

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	20	1	1	0
My child is making good progress in school.	68	28	4	0	1
Behaviour in the school is good.	57	40	1	0	2
My child gets the right amount of work to do at home.	44	40	11	2	3
The teaching is good.	78	19	2	0	0
I am kept well informed about how my child is getting on.	46	46	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	15	3	0	0
The school expects my child to work hard and achieve his or her best.	77	20	2	0	1
The school works closely with parents.	57	36	6	1	0
The school is well led and managed.	63	28	2	2	4
The school is helping my child become mature and responsible.	66	31	0	1	2
The school provides an interesting range of activities outside lessons.	48	31	12	1	7

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

- 71 Children under the age of five enter the nursery class at the age of 3+ and have a half-day timetable. Children are admitted in September and January each year and move into the reception class to the same twice-yearly pattern, where they attend full time. A second reception class is formed after the January admissions and an additional teacher recruited. Not all children transfer from nursery to reception since some children admitted from outlying areas where there is no nursery provision transfer to their neighbourhood schools' reception classes. At the time of the previous inspection, nursery children were accommodated in a unit situated a mile away from the school. Now that the new school building is occupied, the nursery class is located within it. This represents a significant improvement on the situation that pertained when the school was last inspected.
- 72 Children under five show a wide range of ability when they enter the school. They have experienced a variety of pre-school settings, with whom the Foundation Stage staff have good links. A few children enter the reception class with no previous experience of nursery education. As part of a very comprehensive nursery induction programme, the school uses a pre-entry profile that parents complete. The information from this is compared with the school's own assessment profile, discussed with parents and used to set appropriately challenging targets. These procedures ensure children settle into school quickly and begin to learn. A significant proportion of pupils is identified as showing delayed development in their language and social skills. Many children lack self-control and have poor levels of concentration. Staff plan the curriculum very thoroughly with individual children's needs in mind and ensure it is broad, balanced and relevant to these needs. The programme of learning promotes all aspects of children's development, with an appropriate emphasis on speaking and listening, behaviour and personal development. Inspection evidence gained from observing three lessons in the nursery; scrutinising children's previous and current work; evaluating portfolios of retained work; talking to Foundation Stage staff and children (and a few of their parents); scrutinising teachers' planning and records; and looking at work on display indicates that all children, including those with special educational needs, make good progress in all areas of learning, very good progress in the aspects identified as weak on entry, and attain standards expected of children aged four. Results from both the reception entry profile and an accredited baseline screening during the first term in the reception classes confirm this judgement. These results are carefully analysed, and used to measure progress over the children's first year in school, identify the curriculum needs for children of different ages and abilities as they embark on their Reception Year, and to re-set appropriate performance targets. The few gifted and talented children are not identified specifically but, rather, included in the group of higher attainers, with the result that they achieve less than they otherwise might.
- 73 The quality of teaching is good overall for children under five. In five of the ten lessons observed, it was very good. All four teachers were observed. During these lessons there was some very effective and energetic teaching which was carefully planned to meet the

needs of all children. The teaching held the attention of children across the ability range through a tightly structured use of time and a real sense of interest in what the children were achieving. Effective support from teaching assistants, nursery nurse and volunteer parents, especially when they had been involved in determining the learning objectives as well as supervising activities, extended children's learning opportunities considerably. Only when the planned balance of time allocated to elements of lessons is not adhered to, for example, when the length of the introductory section leaves too little time for the children to complete or review the practical activities, do they make less progress than they otherwise might. These occasions are few.

- 74 Teachers know the children and respect them for the individuals they are. They work tirelessly to support them and show boundless energy and enthusiasm. They have good knowledge of the Foundation Stage curriculum and adapt it imaginatively to address the needs of children, including those with learning difficulties. Children with special educational needs are well supported and make good progress. The school is aware of the importance of the early identification of children's needs and effective use is made of school-devised checks on performance, as well as baseline assessment, to support this process. Teachers' ongoing monitoring of all children's progress and analysis and use of assessment data is a valuable tool for enabling them to evaluate their own teaching. It is also used well for reviewing their planning. The partnership with parents usefully provides them with information about what they can expect from school and how they can support their children's work at home. The caring attitude of all staff contributes to a level of provision that has further improved on the high standard noted at the time of the previous inspection.
- 75 Resources are very good for all areas of learning. The accommodation in the new school building is very good and much improved on the good facilities noted at the time of the previous inspection. Everything is used very effectively to enhance learning. The Foundation Stage co-ordinator provides very good leadership and is always available to support staff. She monitors the quality of their teaching and ensures they receive helpful feedback on their performance. She maintains a bank of helpful documents, including policies, schemes, procedures and exemplars. She contributes effectively to whole school management issues. There is a sense of pride in the Foundation Stage, a team spirit and a commitment to be ever more effective. Children feel this and love being a part of it – their attitudes and behaviour are very good and often outstanding.

Personal, social and emotional development

- 76 Children have made very good progress in their personal and social development. They listen to and follow instructions carefully. They are secure in the rules and routines of the classroom. Children are eager to learn, and show independence and self-discipline when encouraged to do so, as was evident during one session when they chose to make a birthday cake (in sand) for the visiting inspector and worked out how they could make and display the 21 candles they felt they required. They show increasing levels of concentration and perseverance and take turns, for example, when washing their hands before snacks. They maintain very good relationships with each other and all adults with whom they have contact, and know that their actions have a consequence. They always handle equipment

with care and respect and tidy up efficiently without demur. The majority of children will attain the Early Learning Goal by the end of the Foundation Stage.

Communication, language and literacy

77 The youngest children can use and enjoy books, match sounds to letters, recognise their own names in print, for example at registration, where nursery children find their name cards as they enter, and listen attentively. Speaking skills are given appropriate emphasis in activities such as discussing healthy eating following the story of *Oliver's Vegetables* or when children talk about *loud* and *soft* sounds in a musical activity. Children in the Foundation Stage are given many stimulating opportunities to increase their understanding and to improve their competence in spoken language through imaginative play, for example, when reception children went shopping in their Spa Gardens café. Some good examples were observed of the teacher encouraging all children to join in conversations, calling them by name and inviting them to share experiences. An appropriate emphasis is given to teaching phonics through matching sounds and pictures. Both during the inspection week and over time, there is evidence that children are taught early reading and writing skills well. When children do not form letters correctly this is noted and help is given to enable them to improve. Overall, children are on course to achieve the Early Learning Goal in relation to their language and literacy development. Over half of them have already done so.

Mathematical development

78 The teaching of mathematical development over time and during the inspection is good overall. Early numeracy is carefully planned and teaching is well focused so that children are able to gain confidence in using mathematical language accurately, for example, *a 2p coin is bigger than a 5p coin, but it isn't worth as much*. They locate suitable equipment such as balances to find which objects are heavier than others. Children are able to identify and add on one to numbers up to ten and count them in order. They can recognise simple two-dimensional shapes such as triangles, circles and squares. Most children are likely to achieve the expectations for mathematical development, described in the Early Learning Goals, by the end of the Reception Year.

Knowledge and understanding of the world

79 Children's knowledge and understanding of the world is developed satisfactorily. They know, for example, how climate affects where animals live and understand differences between hot and cold. They are beginning to develop an understanding of old and new, for example saying, *"the cathedral is old – this school isn't"*. They understand that plants are fed through their roots, and some understand how seeds grow into tomatoes, which in turn contain seeds, for example when one boy says, *"You start with seeds and you end up with them – so does the plants"* (*sic*). They are familiar with using information and communication technology and some use cursor keys and the mouse with confidence. They know that the computer stores information and that this can be printed. Their development is in line with national expectations,

the majority having attained the Early Learning Goal for this aspect of the areas of learning.

Physical development

- 80 Teaching to develop children's physical skills is well managed and organised, and effective use is made of support staff to promote safe working habits and to give confidence to those children who are hesitant. Children show control and co-ordination in their movements, and use a range of apparatus confidently and sensibly. They handle construction materials with increasing dexterity and pour water from one container to another without spillage; they run, jump and skip with an awareness both of what they can do and also of the need to show consideration for others around them in the hall and the excellently planned, safe-surfaced and resourced outside play area. They can balance-walk on a painted line, throw a ball through a netball hoop with reasonable accuracy, and guide dolls' prams expertly around equipment and classmates. Boys and girls play well together and share in all activities equally. Their attainment is in line with national expectations. Most reception children have attained the Early Learning Goal for physical development.

Creative development

- 81 Children make good progress in the nursery, quickly learning how to use scissors, glue sticks, tools and mark-making instruments. They happily work together, for example, when building a farm or excavating in the garden prior to planting flowers. They become increasingly skilful at using beads, buttons, ribbon and wool to design and make patterns and pictures. The good rate of progress is carried on in the reception classes where children collaborate to build garages, houses and ships out of wood, plastic and other materials. They show greater understanding of the suitability of some materials over others in creating products.
- 82 Teaching to support children's creative development is effective. Imaginative play is systematically promoted and the gaining of knowledge through powerful first-hand experiences is adequately fostered. Good standards are attained in singing, where children sing songs from memory. They also show good musical appreciation, for example, experimenting with percussion instruments to make and change sounds. Dance is used effectively to enable children to express themselves, for instance when a nursery girl danced alone and imaginatively (and unbidden) to *Waltz of the Flowers* from Tchaikovsky's *Nutcracker Suite*. "Magic!" was the first word uttered by a reception boy when he realised the Brusho (water-based) paint would not cover his wax drawing of a carnation. Opportunities to choose and use various media in a range of interesting and challenging tasks are widespread and well thought out, reflecting teachers' good subject knowledge, creative planning and zest for supporting their children. Most children will attain the Early Learning Goal for creative development by the time they reach the end of the Foundation Stage.

ENGLISH

- 83 Since 1999, standards in national tests in English for 11-year-olds have fallen to below average, and in 2001, well below average. Compared to similar schools, standards were below average in 2001. There were significant differences between the girls' and boys' results in the tests. While girls' results remained above average, boys' results were below in

2000 and well below the national average in 2001. There were more boys than girls in the cohorts in both years. Since then the school has taken steps to raise boys' attainment in particular. These, along with other initiatives, are beginning to have a positive impact. From the evidence of the inspection, standards for 11-year-olds are now close to the national average.

- 84 Standards in tests for seven-year-olds in reading were in line with the national average in 2001 and comparable with those found in similar schools. Standards in writing were above the national average and above those found in similar schools. There is no significant difference between the performance of girls and boys in recent national tests for seven-year-olds. Inspection evidence indicates that standards in reading and writing for the pupils who are now in Year 2 are typical of seven-year-olds nationally.
- 85 By the age of seven and 11, pupils' speaking and listening skills are above average for their age. Many seven-year-olds contribute well to discussions, listening to stories with interest and responding enthusiastically to teachers' questions. In the juniors these skills are developed well and by the age of 11 most pupils are able to share their ideas, insights and opinions confidently. Teachers give pupils many opportunities to discuss in groups and also to talk to the class in a more formal situation. For example in history, pupils introduce themselves and their group to the visitor before putting their prepared questions. They listen attentively to her response. In Years 3 and 4, teachers' probing questioning enables pupils to offer good explanations, for example, as to why a letter is persuasive - *She is appealing for her mum's sympathy*.
- 86 By the age of seven pupils' reading develops well and most read at the expected standard for their age or above. Most pupils read confidently and fluently, using appropriate expression and taking note of the punctuation. They understand what they read. For example, a pupil read the word *character* and explained accurately what it meant in the book. They enjoy reading and many of them go to the new local library. Reading record books confirm that adults hear children read regularly, at school and at home, which contributes effectively to pupils' reading development. They know the purpose of the index and contents pages and how to find information in non-fiction books.
- 87 By the age of 11, most pupils read at the expected standard, or above, for their age. Most read fluently and with good understanding and appropriate expression. Many enjoy reading. Above average readers enjoy Tolkien's *The Hobbit* and *Lord of the Rings* and compare the books with the film, similarly with J K Rowling's *Harry Potter*, with many having read all or some of the books. Most know what kind of books they like and why, and choose humorous books such as the *Horrible Science* series. Their reading records show that many read a good amount. Their reading development is also well supported in other subjects such as history, when they read for information. This also helps to develop their understanding of a variety of types of text effectively.
- 88 Pupils' writing develops well, so that by the age of seven, many pupils write a considerable amount, using basic punctuation appropriately. They write stories and also good accounts, for example of their trip to the canal, many of which are of a good standard. They have

regular opportunities to develop their writing at length and basic skills are well taught so they achieve well.

- 89 In the juniors, pupils' writing develops well in Years 3 and 4, with pupils joining their writing systematically, and writing a good amount. Basic punctuation is used appropriately. Many pupils use connectives in their writing, with above average writers using a greater variety of these, such as, *as a result* in their writing. They have many opportunities for writing across a range of styles, both of reports, accounts and persuasive writing as well as planning and writing stories in English and other subjects, such as composing a prayer in religious education. Marking is usually helpful, and pupils have opportunities to discuss their writing with their teacher. Some learning opportunities are missed when the teacher comments on the style but not the structure of a piece of writing. Overall, pupils' writing shows they maintain the good progress they have made in the infants in Years 3 and 4. However, progress in the development of writing is not as good in Years 5 and 6. Pupils do not have as many regular opportunities to write at length and over as wide a range. Many pupils' writing is not consistently joined. Teachers' comments in some pupils' books are very brief and give the pupil little or no indication how to improve. In others the teacher sets targets from the writing helping the pupil to improve, but in some books there are too many targets, with no consistent reference to them in further pieces of writing. Pupils' progress in writing overall in the juniors is satisfactory. By Year 6, standards are close to the average in writing, with a few pupils achieving above the average. From the attainment of pupils lower down the school, more pupils could attain the higher levels in tests if they continued to make progress at a similar rate in their last two years.
- 90 Lower attaining pupils are identified at an early stage and receive additional support. This is very effective in helping them to develop the basic skills in literacy. Pupils in the juniors also receive very effective additional literacy support in small groups. The teaching assistant sustains a lively pace, changing the activities regularly and encouraging pupils. This keeps them involved and learning well. Pupils with special educational needs receive additional support, for example, with basic skills and reading activities which are well planned and effective. In their writing the teacher identifies clearly with the pupils what they need to do to improve. He relates the information in the books they read to their own experiences effectively. Relationships are good and pupils concentrate and apply themselves well to the tasks. Through this and other support, in and out of class, they make good progress towards the objectives in their individual educational plans. As a new initiative, a few pupils in most years also receive individual or small group support in managing their behaviour and promoting positive attitudes. This is working well and is already having a positive impact in helping to tackle boys' underachievement.
- 91 The quality of teaching is good in the infants and lower juniors and satisfactory higher up in the juniors. In the infants teaching in two of the three lessons seen was very good and good in the third. In the juniors, teaching was good in two lessons seen, including the group with special educational needs, and satisfactory in three. Teachers have a good understanding of the literacy hour and plan lessons to include whole-class and group teaching. Some of the strengths of the good teaching are the sharing of learning objectives with pupils, good use of strategies such as guided writing, a brisk pace, a good knowledge of the subject, high

expectations of pupils and good detailed planning with a challenging range of activities. Pupils respond by working hard and behaving well in most lessons, particularly lower down the school. Pupils are taught reading and writing well, particularly in the infants. In a few lessons teachers miss opportunities to increase pupils' learning by not achieving all that they had planned in the lesson. They spend longer on the introduction of the lesson, so other activities are hurried and unfinished, with little time to share what they have learned at the end. Teaching and learning opportunities are missed where teachers move round the classroom rather than teaching pupils as they work in groups, or don't model for the pupils what they expect them to do or explain very clearly.

- 92 Generally there are very good relationships in lessons between staff and pupils, and pupils work hard to please their teachers as a result. However, the attitudes of some of the older pupils in lessons is passive, with only a minority contributing. Styles of teaching need to take into account much more the large numbers in these teaching groups so that pupils are more actively involved in lessons and learn more effectively. There needs to be a wider range of activities in lessons that meet the needs of the different ages and abilities in the mixed age classes in the juniors and challenges the higher attaining pupils. From the high standards of some pieces of pupils' writing in Year 6, including the very good range of poetry showing thoughtful reflection on the one hand and ability to write a skilful limerick on the other, more pupils should be achieving at this level. Some pupils are underachieving.
- 93 The subject is well led and managed by two experienced co-ordinators who are also part of the management team in the school. After much hard work, and support from the local literacy consultant, the scheme of work is now in place to meet the needs of mixed-age classes, on a two-year cycle. This is the first year. Teachers review the week's lessons at the end of each week. This will be helpful in reviewing the new scheme at the end of the year. Co-ordinators also monitor teachers' half-termly and weekly planning. There is good liaison between staff, they plan together, and the co-ordinators teach in the different key stages. As a result of monitoring teaching, teachers have been concentrating on teaching more non-fiction writing in the juniors and more extended writing in the infants. From the writing seen across the school, this has worked well in developing the range and standards of pupils' writing. As a result of last year's poor test results for 11-year-olds, pupils needed more opportunities for extended writing. Younger pupils have a regular additional lesson for this, but not the juniors where it does not happen as frequently or consistently. Teachers' use of targets in helping pupils to improve the standard of their work is as yet inconsistent, with a Years 3 and 4 class knowing their class and personal target, to which they responded very positively. There is some inconsistency in teachers' comments in pupils' books. Teachers praise pupils' efforts and many write pointers for improvement, and some, but not all, provide targets arising from the piece of work. On some pieces of extended writing there were very few comments and little guidance for the pupil. Consequently, there was little improvement.
- 94 Information about their progress, particularly in the juniors, incorporating predicted levels and results of annual tests, is not shared with pupils, with suggestions of what they need to do to improve their level. Teachers are not yet consistently using regular assessment of pupils' progress to guide their planning. Resources in English are of a good quality and

accessible, with many new books for group reading, big books to share with the class, good use of overhead projectors and white boards in lessons. Classes have different books from the local education library service each term, of good quality and recent, which pupils enjoy. Books in the new school library, all recent and in good condition, are being catalogued, colour-coded, or put in alphabetical order, by volunteer parents and grandparents for pupils to enjoy. Pupils are encouraged to enter handwriting and poetry writing competitions. There is a book fair and book club to encourage pupils and parents to enjoy reading.

MATHEMATICS

- 95 Overall, standards in mathematics are average for pupils aged seven and 11. By the age of seven pupils attained standards in the national tests and assessments for 2001, which were close to the national average and close to average when compared to similar schools. However, when compared to similar schools the proportion of pupils aged seven reaching the higher Level 3 was above average. In the 2001 national tests and assessments for 11-year-olds, pupils attained standards that were well below national average and below average when compared to similar schools.
- 96 On the evidence available at the time of inspection, pupils in the current Year 2 are attaining standards in mathematics, which are in line with those expected nationally. Pupils at the age of 11 are attaining standards, which are in line with national expectations overall. Standards in the infants have remained the same since the last inspection. However, in the last four years standards have fallen in the juniors.
- 97 As observed during inspection, the younger infants acquire a secure foundation in number and can count in ones, twos, fives, and tens. In a Year 2 lesson observed during the inspection most of the pupils could count in threes up to 30, and the higher attaining pupils were able work independently and showed an understanding of place value of number to hundreds, tens, units and they begin to explore numbers to 1000. They were also able to use more complex mathematical language in order to explain their calculations. They could mentally recall table facts of two, ten, and five. Pupils of average ability counted on in tens from two digit numbers and could recite two, ten and five times tables. Lower attaining pupils used cubes to show their knowledge and understanding, they had difficulty in expressing themselves. All pupils could recite the two and ten multiplication tables and they fully understood the concept of multiplication, for example, one pupil stated "*it's division backwards*". The teacher's good questioning styles for example, "*How did you work that out*", "*What do you think the answer is?*" challenged the pupils and encouraged the further development of their mental mathematical skills.
- 98 Pupils are confident in mental calculation work. They enjoy the challenge and speed of working. For example, in a Year 2 and 3 class the pupils were able to add a variety of different coins. They were also able to calculate change from a one pound coin using a number line to help. In this lesson higher attainers were starting to use decimal notation. All pupils were able to solve number problems using mental calculations.
- 99 A scrutiny of Year 2 pupils' work on fractions shows that they understand quarters, halves

and can relate this to telling the time using the 12 hour clock. Higher attainers understand place value, addition of three digit numbers and can solve problems using words and calculations. They can also make two digit and three digit estimations. Pupils make good progress overall and there is good coverage of all areas of the mathematics curriculum. The pupils' work is well presented and work is marked. However, there are no individual pupil targets set to identify areas for improvement and for further progress to be made.

- 100 During the inspection, pupils in Years 3 and 4 were learning about number sequences, patterns and multiples of ten, five, four, six and three. They enjoyed the challenges set. The higher attaining pupils were able to solve number problems and identify patterns within the multiples of three. Some identified the patterns in multiples of nine. All pupils responded with confidence to the mental mathematics session at the start of the lesson.
- 101 A Year 5 and 6 class that was also observed were learning about shapes, co-ordinates and the properties of position and movement. The higher and average attaining pupils were able to plot co-ordinates and use accurate subject vocabulary to give instructions to other pupils to place their quadrilaterals. Most pupils understood how to rotate their shape 90 degrees in an anti-clockwise direction. The lower attaining pupils were supported well by the classroom support assistant. They made good progress. Most pupils showed knowledge and a practical understanding of the words *translation, rotation, and reflection*.
- 102 The scrutiny of pupils' work of 11-year-olds shows good coverage of all areas of the mathematics curriculum. Most higher attaining pupils are able, for example, to multiply decimals, show understanding of ratio, proportion, record information on bar graphs and pie charts. They use mathematical language with accuracy. Most pupils make good progress. However, some higher attaining pupils do not make as much progress as they should. Pupils mark their own work and teachers make occasional supportive comments. There are no individual pupil targets set to identify areas for improvement and for further progress to be made. The work is well presented.
- 103 The school has implemented the National Numeracy Strategy successfully and all teachers are using the structure well. Pupils have good access to the breadth of the National Curriculum in mathematics and there is a good balance between the different aspects of the subject. The development of mental mathematics is well established throughout the school.
- 104 Pupils who have been identified as having special educational needs make good progress. They are well supported and the work is well matched to their needs.
- 105 Overall, the quality of teaching in mathematics was good in both the infant and junior classes. Eight lessons were observed. In six lessons the teaching was judged to be good. In two lessons the teaching was judged to be very good. Teachers' subject knowledge is good and overall, their expectations are high. Where the teaching is best the teachers communicate their enthusiasm for the subject and inspire pupils to achieve. The quality of teachers' planning is good. The learning objectives are almost always shared with the pupils at the start of the lesson. This is effective across the school. There is very effective use of both whole-class teaching and group work within classes.

- 106 Pupils have very positive attitudes towards mathematics. They work well together.
- 107 Resources for the subject are good. All classrooms have a variety of mathematics resources. Resources are clearly labelled and are easily accessible. All classrooms have a specific mathematics display area. This supports and enhances the teaching and learning in mathematics.
- 108 The co-ordinators provide good leadership for the subject. They have a clear view of the standards being attained. There has been a regular programme of monitoring of mathematics teaching. The school has a detailed mathematics policy.

SCIENCE

- 109 During this inspection it was only possible to observe two lessons in science. The current and past work of pupils in all year groups was scrutinised in detail. A discussion was held with the science co-ordinator and the science resources reviewed.
- 110 Overall, standards in science are typical of those found nationally.
- 111 By the end of Key Stage 1 pupils are attaining standards which are typical of those normally seen for seven-year-olds. In the 2001 national tests and assessments standards were above the national and similar school averages for the percentage of pupils attaining the expected Level 2 and close to the averages for the higher Level 3. These results show that standards in science have risen over the last three years.
- 112 From the scrutiny of pupils' work inspectors' judge that current attainment is above the nationally expected level. Pupils in Year 2, for example, were able to describe the life-cycle of a tomato plant and demonstrated good investigative skills when comparing tomato seeds in the fruit and when dried ready for planting. Their descriptions showed obvious interest and enjoyment in this activity and showed an early understanding of the cycle from seed and through growth to flower and fruit and then to seed.
- 113 Overall, pupils are making good progress in all aspects of science. Pupils with special educational needs make good progress through the very effective in class support that they receive.
- 114 By the end of Key Stage 2 pupils are attaining standards, which are similar to those found nationally. In the 2001 national assessments for 11-year-olds the percentage of pupils who attained the expected Level 4 was close to the national average and the proportion attaining the higher Level 5 was well below the national average. When compared with similar schools the percentage attaining the expected Level 4 was above the average and for the higher Level 5 was well below the average. Average points scores in science have been falling for the last three years.
- 115 In lessons and from a scrutiny of pupils past and present work inspectors judge that pupils

are currently on course to attain standards above those of 2001. Pupils are attaining similar standards in all four aspects of the science curriculum. For example, during the inspection pupils in Year 6 were able to devise a set of experiments to investigate the effect of exercise on pulse rate. They understood the need for a fair test and were able to carry out the investigation well. Year 3 pupils were able to devise an experiment to investigate the conditions needed for seeds to germinate and grow. They understood the need for a control test to measure their findings against.

- 116 Overall, pupils are making at least satisfactory progress as they move through the juniors. Progress is slower in Years 5 and 6 than in Years 3 and 4. The progress of some higher attaining pupils could be better. Pupils with special educational needs make very good progress, achieving average standards in some aspects of science, through the well-targeted and very effective support they receive.
- 117 Overall, the quality of science teaching seen in the two lessons was good. Teachers have secure subject knowledge and use a variety of teaching methods, which promote good science learning and so pupils make good progress. In the best lessons teachers encourage pupils to investigate thoroughly and to be confident in identifying conclusions from their practical work. For example, in Year 4 pupils were encouraged to investigate materials to find which would dissolve in water. They were able to identify the types of material that dissolved from their findings. There was little evidence in pupils' books that teachers are using homework to further develop pupils' research skills. The quality of teaching is similar to that found in the last inspection.
- 118 Pupils clearly enjoy their science lessons. They work hard and concentrate well. They are able to work well in-groups as well as to research information for themselves. Pupils are given the opportunity to consider the importance and the relevance of science to their lives and its impact on them.
- 119 The subject is well managed and the well-organised science resources enable teachers to plan and deliver practical science for their pupils, which makes a positive contribution to their learning and progress. The co-ordinator has begun to monitor teachers' planning and some lessons to ensure the quality of science learning for pupils. However, the marking of pupils' work is inconsistent and this has not been sufficiently monitored by the co-ordinator.

ART AND DESIGN

- 120 A judgement on standards has been made after having observed two lessons, spoken to pupils and the subject co-ordinators, scrutinised teachers' planning and art and design displays and pupils' work. Evidence indicates that standards are above average for pupils by the age of seven and 11.
- 121 Overall, the quality of teaching is very good. One Year 2 and 3 and one Year 3 and 4 art and design lessons were observed during the inspection. Both lessons were judged to be very good. The very good teaching was characterised by very good planning, teachers' practical demonstrations, classroom organisation, pace, challenge and appropriate support

for all pupils. Skilful use of questioning was used to consolidate pupils' knowledge and understanding.

- 122 In the Year 2/3 lesson observed the pupils designed and made clay tiles. The design was based on the school's playground and the new equipment used during play-times. This very appropriate choice for design proved to be most successful. This was evident in the lesson introduction during which the pupils were able to name a number of playground activities and apparatus, for example, *stilts, skis, bouncy worlds, skipping, football, and netball*. The pupils worked in pairs throughout the design and making process. During the initial line-drawing design made on paper, they shared their ideas with each other and agreed the style and content. This was a very good opportunity for pupils to further develop their speaking, listening and social skills. The pupils fully understood the design process and were very confident when using the range of materials given to create interesting and tactile tile designs. The pupils used the clay tools well when drawing their design onto their tiles. They used a variety of materials, for example, beads, sequins and pipe cleaners to add colour, texture, pattern, shape and form to their playground scenes. The materials were used to good effect, for example, pupils chose the pipe cleaners to represent a skipping rope, beads for faces and sequins for the clothing. All pupils had excellent relationships with each other. This was demonstrated by their ability to investigate and share ideas together. The pupils were able to evaluate their work and that of others. They took a great deal of care and pride in their work.
- 123 In the Year 3/4 lesson the pupils looked at a variety of pictures of chairs from different times and cultures. The lesson was the first session in the design and making of a chair. Most pupils were able to discuss the type, function, purpose, shape, colour and texture of the chairs seen in the photos and prints. One pupil for example, described a leather chair, as *when it's cold it's very cold*. Pupils looked at designs of chairs by famous artists. For example, one pupil chose to explore the painting *Paul Gauguin's armchair* by Van Gogh. All pupils were able to explore and share ideas about the different design qualities of a variety of chairs. The information gathered from this lesson proved to be a good introduction to the pupils' own design work.
- 124 There are many art and design work displays of good quality around the school that show a range of work being undertaken. Pupils were able to talk with enthusiasm and knowledge about the work on display and the design process. For example, pupils in Year 2 spoke in detail about the display *Joseph and his Technicolour Dreamcoat*. The pupils were able to explain the design and making of the coloured coats. The pupils used the computer for the initial stages of the design. They then made a paper template in preparation for the final material coat. The pupils' sewing and design skills were of a good standard. The pupils also discussed their weaving, textile work and the many different textiles used. They used words to describe the textiles, for example, *soft, lumpy and shiny*. Pupils in Year 6 were able to talk, with knowledge and understanding about the many different displays in the school. For example, they discussed and evaluated the display *A Wider View* in which the pupils observed with accuracy and explored ideas to extend a small view of a picture using similar art and design techniques. They also spoke knowledgeably about their mask designs, and textile work on display.

- 125 The portfolio of infants' work shows their awareness of perspective, form, line and colour. They are able to use a variety of media with very good effect, for example when using paint to extend patterns and create a camouflage painting of a zebra, tiger and giraffe. The portfolio of junior pupils' work shows good observational drawings, for example drawings of artefacts seen during a visit to the Police Museum. Pupils show good understanding of pattern, colour and tone through investigational drawings, for example, Ancient Egyptian designs.
- 126 Infant and junior pupils use a wide range of media in their art work. Work is well planned and provides pupils with a broad and balanced art and design curriculum. The school uses national guidelines for the teaching of art and design.
- 127 The extra-curricular provision for art and design is good. The school runs a craft club. Museum visits and art trips are organised to further develop pupils' art and design knowledge and skills.
- 128 All pupils are fully involved in all aspects of art and design and all pupils, including those with special educational needs, make good progress. The pupils' behaviour and attitudes in the art and design lessons observed were excellent. The pupils enjoy the subject and concentrate very well.
- 129 The school has good resources for teaching and learning in art and design. The resources are well organised and managed. Staff work hard to create a positive and an attractive learning environment for pupils in classrooms, the school entrance area and throughout the corridors.
- 130 The art and design co-ordinators have a great deal of energy and enthusiasm for the subject, very good subject knowledge and provide very good leadership and management. This has a positive impact on the standard of art and design throughout the school. They have collected a good range of examples of pupils' art and design work across the school. This is very valuable for all staff for the monitoring of standards and to chart progression and continuity in the art and design curriculum. The school has a detailed art and design policy.

DESIGN AND TECHNOLOGY

- 131 During the course of the inspection, it was possible to observe only two lessons. However, further evidence was gained from talking to pupils; looking at their models and work in displays, portfolios and a range of books; talking to teachers and scrutinising their records and planning documents. Evaluation of all this evidence indicates that standards in design and technology are in line with national expectations throughout the school. This is an improvement on the last inspection when standards at the end of the infants and juniors were judged to be below those attained typically by pupils aged seven and 11.
- 132 Pupils in the infants make finger puppets and know that felt is a good material to use *because it is bendy and easy to put your fingers in*. They can use a template to sew a

coat like Joseph's, which they had learned about in religious education. They make vehicles from *Brio* kits and *Lego* materials. Inspired by the title *Images of Nature*, pupils decorated felt squares with images of flowers, elephants, stars and ladybirds. These were then sewn together to make a large wall hanging. Pupils in Years 3 and 4 designed Tudor homes and know about the strengths and weaknesses of materials used by the Tudors, and in their own work. Upper juniors made wolf masks and montages of different materials collaboratively, boys and girls working well together. They designed and built musical instruments to a brief *in which pitch could be varied*. The resulting trumpet with mute, trombone, guitar with a note indicating the effects of a bridge, and percussion instruments, demonstrate sophisticated products, making and designing skills and good relationships. Models are evaluated and their fitness for purpose assessed. This represents a significant improvement since the previous inspection. These activities enhance pupils' personal and social development.

- 133 The work seen confirms that the progress of all pupils, including those with special educational needs, is consistently satisfactory throughout the infant and junior classes. Pupils have good attitudes to the subject, which they enjoy. They handle materials with care and respect. They understand the need for safety precautions, for example, when sawing wood or tightening materials in the workbench vice. They use skills in information and communication technology to generate labels for their models. They make connections between work done in information and communication technology and design and technology lessons. For example, when Year 6 pupils learned about programming a robot, they were intrigued by its design. The after-school craft club enables pupils to follow up their interest, try out skills and work together in a relaxed atmosphere. This opportunity enhances pupils' learning and personal development well. When pupils go on their residential visits, they relish opportunities to design a product for a specific purpose, for example constructing a waterproof shelter. Such activities develop pupils' learning effectively as they apply their knowledge, skills and understanding to a real life situation. Pupils' social development is enhanced by such opportunities for collaborative working.
- 134 Judgements about the quality of teaching and learning are based on lesson observations, scrutiny of pupils' work and talking to pupils about their work. In the lessons observed, teaching was good in one and very good in the other. Both lessons were in infant classes. However, scrutiny of pupils' work indicates that, in the longer term, teaching is not maintained at this high and very high standard and overall, the quality of teaching is judged to be satisfactory. The very good teaching was characterised by high expectations of pupils' conduct and work, clear communication to pupils about what they would learn and very effective pupil management. The teacher was confident, lively and chose tasks that would challenge all pupils. Other adults in the room were equally clear about the purpose of the lesson and what their part in it was. Pupils responded very well and made very good gains in learning. In the lesson where teaching was good, pupils were made aware of what they were to do and why. The tasks were suitable for all, including lower attainers, who completed their work with the support of a teaching assistant. A lengthy introduction contributed to some pupil restlessness and this hindered the progress of other pupils, who became distracted.

- 135 The school has organised training for staff. This has led to teachers having greater confidence in implementing the agreed teaching and learning programmes. These focus on the systematic acquisition of skills by pupils as they move through the school. Also, staff have a greater awareness of the cross-curricular possibilities of design and technology to enhance learning opportunities in other subjects. The impact of all of this has been an improvement in the quality of teaching and raised standards.
- 136 The School Improvement Plan identifies the areas for development in design and technology in order to raise standards further. The two-year cycle of themes is to be reviewed and this is timely. The co-ordinator rightly feels that a more rigorous assessment of the design and technology performance of pupils aged seven and 11 is needed to enable comparison with the standards expected nationally. The co-ordinator is very keen and leads and manages the subject effectively. She has no opportunity to monitor the quality of teaching by observing lessons or by examining teachers' planning, which is, however, scrutinised by senior colleagues. The result of this is that the co-ordinator has no clear, evidence-based view of the strengths and weaknesses of teaching. Her monitoring role is currently under-developed. The design and technology resources are good in terms of range, quality, quantity, condition and accessibility. They support improvement in provision and the raising of standards.

GEOGRAPHY

- 137 Current standards are broadly typical for pupils at the age of seven. However, evidence from the work in pupils' books and displayed on the walls, discussions with staff and pupils, indicates that by the age of 11 pupils' attainment is above the standards expected for their age. They acquire skills and develop good understanding and knowledge in the subject very effectively and make good progress in their time in the juniors. This is an improvement since the last inspection.
- 138 The policy and scheme of work have been recently updated in the light of new national guidelines. The scheme of work offers a comprehensive overview of the development of pupils' geographical skills and knowledge and understanding as they move through the different topics and areas studied. It is based on a two-year cycle, taking into account the teaching in mixed-age classes. Due to timetabling arrangements it was not possible to observe any teaching in the subject and so it was not possible to make an overall judgement on teaching quality.
- 139 By the age of seven, pupils attain average standards and make satisfactory progress. Most pupils develop a sound understanding of their local area. They find where they live on a map of Ripon and locate places accurately, such as the Post Office, on a local Ordnance Survey map. They increase their understanding of the area by a trip on the local canal, working the locks and observing the levels of water. Through the travels of Barnaby Bear, pupils learn about the wider world and differences in climate, locating the countries and places on the globe. They show their understanding of the implications of a hot climate in the clothes they select to pack for Barnaby. They consider the impact of building a motorway in the countryside on the lives of people and animals, most making several

appropriate suggestions. A particularly effective one reads, *People destroyed nature's home*.

- 140 By the age of 11, pupils' map reading skills develop well, as does their understanding of contrasting local environments, St. Lucia and Nidderdale. They carry out land use surveys, with diagrams and their own notes. They explain effectively how the land is used and the impact of that on the lives of the local population, in both locations, employing appropriate geographical vocabulary. A residential trip to Nidderdale for Years 5 and 6 also supports the development of pupils' mapping skills, whether tracing a route or working out and following one, using an Ordnance Survey map. They learn to read a variety of maps of different scales. They study the issue of sustainability in the environment and understand the term well, offering *recycling, reusing* and giving as an example, *sustainable wood from a source that would be replaced*.
- 141 Trips and visits make a good contribution to pupils' learning in the subject and provide good opportunities to consolidate and reinforce the skills being acquired. This applies particularly to the residential visit, which also makes a very good contribution to pupils' social development. Pupils develop a good knowledge of the area round the school and teachers make good use of the local environment, including the new school itself. For example in Years 3 and 4 a visit to the local river enables pupils to learn about meanders, the current and the river bed at first hand before moving on to learn about the great rivers of the world. They find out about the River Nile undertaking their own research using CD-ROMs on the computer. They draw a map of the school with a key of their favourite and least favourite areas. Directional skills and vocabulary used in map reading are put into practice. Pupils draw a route based on cones in the playground which they then follow, with the map facing the same direction at all times. They contrast their old environment with their new one. They test the temperature and the degree of light in different rooms in the new school. They undertake a piece of their own research, carrying out a litter tally of the school and writing comments on their findings. These opportunities make a good contribution to pupils' enquiry and mapping skills. These develop well as a consequence.
- 142 The subject is well led and managed by an enthusiastic co-ordinator, with expertise in the subject and supported by a colleague who has recently taken on the role. The co-ordinator has led staff training sessions developing the policy and the new scheme of work based on new national guidelines and the existing school scheme, ensuring it meets national requirements and provides continuity and progression in pupils' learning and acquiring geographical skills. As this is the first year of the new scheme, the co-ordinator has worked with other teachers in the juniors, helping them to plan. As yet there is no established ongoing assessment of pupils' progress in the subject, either within the year or from year to year. This needs to be built into the new scheme of work so that assessment guides teachers' planning. At the moment, planning does not take into account pupils' different ages and abilities in the junior classes. As a result, in pupils' books, a few lower attaining pupils do not always complete the work. Resources in the subject have been improved and are now satisfactory, with the purchase of globes and wall charts for each classroom as well as CD-ROMs and other resources to support the new scheme of work. The use of

information and communication technology to develop pupils' geographical knowledge is as yet underdeveloped due to the limited number of computers in the school and limited access to the Internet.

HISTORY

- 143 Evidence from pupils' work, lessons seen and discussions with pupils, indicates that by the age of seven, standards are broadly typical and by 11, standards are above those typical for pupils at that age. This is similar to the findings at the time of the last inspection. Pupils acquire a sound understanding of the past and the differences between past and present by the age of seven. Their research and enquiry skills, understanding of chronology and knowledge of the past develop well through their time in the juniors, so they make good progress, leading to above average standards by the time they are eleven. The policy and scheme of work have been updated recently in the light of new national guidelines. The scheme of work now incorporates the new national guidelines. History is taught in a two-year cycle to avoid repetition of topics in mixed-age classes.
- 144 By the age of seven, most pupils develop an understanding of the past and how things change over time. They have some knowledge of important people in history, such as Grace Darling and Henry Ford and why they are famous. A very real illustration to them of change in their own lives is when they compare their new school to their old one. They find many good examples of changes in the home, such as, *They kept the iron on the fire. My mum plugs hers in.* They find many other examples, such as telephones and mobile phones, fire and cookers, recognising a time when there was *no electricity*. They understand some of the causes of the Great Fire of London. Their labelled drawings of buildings then and now illustrate well their understanding of the differences in materials and design.
- 145 By the age of 11, most pupils develop a good understanding of chronology and are well able to place different periods studied in correct sequence and centuries. Their research and enquiry skills are well developed through the many opportunities to undertake their own research and record their findings in their own words. For example, some pupils visit the new local library where they have access to computers as well as additional books, such as when researching fashion since 1948 in Year 6. This is further supported by what they find out on historical visits and from visitors to school. These provide pupils with good additional enquiry and learning opportunities about events and people's lives in at least one of the historical periods studied in each year, such as the Victorians, the Tudors, the Vikings, World War Two and Britain since 1948. Pupils in Years 3 and 4 develop empathy for the lives of poor children in Victorian times and the jobs they did, such as chimney sweep, and contrast with their own lives. *I wouldn't like it up a dark, dirty, smelly, cold chimney.* Many of them put forward the case for improving working conditions for children in their own words, as put to parliament by Lord Shaftesbury, showing good understanding and empathy. When studying the Ancient Egyptians, they describe paintings and artefacts effectively and what it tells them of the lives of the people depicted, which helps them understand life at that time.
- 146 Two history lessons were seen during the inspection, both in junior classes. The quality of

teaching was good in one and satisfactory in the other. In one lesson, the teacher worked hard to give pupils the experience of collecting information about the past from a primary source, the local 1841 census. As the data proved difficult for the pupils to read and understand, they made less progress and needed more time and support from the teacher to gain the information. Due to this, the teacher did not achieve in the lesson all she had planned, but due to her skilful questioning they did make gains in their understanding of the period, using the census as a source. In the other lesson pupils researching the period since 1948 had a visitor to the lesson who has lived through that era. Their prepared and considered questions showed they had already undertaken some research on the period. They asked questions such as, “*In 1948, what was the most obvious consequence of World War Two?*” and “*How did you feel when King George VI died and why?*” and “*Was life better when you were a child than it is now?*” demonstrating good understanding and empathy. Pupils listened attentively, both to visitors and each other. They were interested in the artefacts of the period the visitor brought, such as ration books, as well as family photos, and some of them gathered round the visitor at the end of the lesson to look at them again.

- 147 Pupils display a high level of interest and curiosity in history, reflecting their teachers’ enthusiasm for the subject. A good feature of the teaching and learning in history is that pupils make notes using their own words from their research, showing they understand and learn very effectively from it. History presents pupils with good opportunities to develop their speaking and listening skills and literacy skills. They write for different purposes, and interpret what they read effectively. This contributes well to their knowledge and understanding in history. Pupils with special educational needs make similar progress to other pupils. For example, when writing about the Ancient Egyptian paintings, a lower attaining pupil gave an interpretation of the meaning behind what was depicted in the painting.
- 148 The subject is well led and managed by two enthusiastic co-ordinators. The new scheme of work, incorporating the new national guidelines, is in its first year. Co-ordinators monitor teachers’ half-termly planning to ensure that the learning objectives for the period studied are achieved in the time allocated, using the new scheme of work. How teachers have used and adapted the new scheme of work will be reviewed at the end of the year. Through teachers’ joint planning in the infants and teaching arrangements in the juniors, the co-ordinators have a very good overview of the teaching of history throughout the school. They also monitor teaching and learning by examining the work in pupils’ books regularly. As well as the first year of the new scheme of work, this is also the first year of mixed-age classes in the juniors. Teachers have not yet incorporated into their planning how to meet the needs of the different ages and abilities in each class. Teachers are not yet using ongoing assessment of pupils’ progress to guide their planning. For example, lower attaining pupils generally achieve well in history, but where they do not understand the task, their writing reflects this and as a result they learn less. Generally resources are well-established and of a good amount in history, and augmented further by boxes of topic books from the local education authority library service. Pupils’ use of information and communication technology is under-used due to the limited number of computers in the school and limited access as yet to the Internet. However, pupils’ research and enquiry skills are well

developed. They have access to a good variety and range of topic books. Some undertake independent research in the new local library with access to computers. They use visits and visitors very effectively to build on their historical knowledge and understanding.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 149 During the course of the inspection seven lessons were observed. Further evidence was gained from talking to pupils; looking at their work in displays, portfolios and a range of books; talking to teachers and scrutinising their records and planning documents. Evaluation of all this evidence indicates that standards in information and communication technology are in line with national expectations throughout the school. All pupils make satisfactory progress in the infants and juniors. This is a significant improvement on the last inspection when standards at the end of the infants and juniors were judged to be below those attained typically by pupils aged seven and 11, and progress was judged unsatisfactory throughout the school.
- 150 Children enter the nursery with few skills in information and communication technology and most have limited access to computers at home. They make good progress in the nursery, quickly learning how to control a mouse. They know that pressing certain buttons and keys will set a chain of events in motion. Some can save and print their work on their own whilst all are able to move objects across the screen, for example when matching pictures. In reception, children continue to develop their skills at a good rate – most can log on and off with support and know how to sequence pictures, and use a graphics program to *drag and drop* when designing and building a house. They use *Talking First Word* to write sentences and can write and print a list of instructions for *How to grow seeds*. They understand how to use the shift key to produce capital letters. They work well together and happily take turns to use the computer in their room, accepting the fairness of sometimes being first and sometimes last. These experiences enhance children’s social and moral development.
- 151 Pupils in Years 1 and 2 make satisfactory progress. Their use of a range of resources ensures that they are aware of the impact that information and communication technology can have on their lives. They can delete errors, write short sentences, make labels for their work and use the cursor to activate changes in programs. They use *Clipart* and *Colour Magic* programs to make their work look more interesting and write letters to Father Christmas, importing appropriate pictures. They can highlight text, enlarging and changing the colour of the letter size, print their work and talk about the use these skills can be put to. The progress of some lower attaining pupils is hindered by their lack of skills in reading. However, this is compensated for by the effective support they receive from their teachers and classroom assistants. Pupils have limited access to control devices but talk about them with a mixture of knowledge and enjoyment. They can produce a graph identifying favourite party food and display it in numerical and graphical formats. They use *My World Music Screen* to identify instruments according to the sounds they make, operate a digital camera to record items in their ‘Picture This’ theme and use *spray-and-fill* to make fireworks pictures. In geography, simple mapping skills are developed by reference to computer-generated aerial shots of bottles and cars.

- 152 Juniors continue to make satisfactory progress and are learning how to use information and communication technology to support their work in a range of subjects. The school has correctly identified this as an area for further development. Year 3 and 4 pupils know that a database can store large amounts of information and most can add, retrieve and save data in a variety of ways, for example in gathering data about hair colour and number of teeth. They can produce a set of instructions to control an object on screen, using *Roamer World*. In design and technology lessons, they design houses and can discuss the outcomes using appropriate vocabulary. Year 5 pupils combine word-processing and desktop publishing skills to produce a race programme for sports day and, in preparation for a physical education lesson, invent rules for a game. In history, they produce a bulleted list of the significant events of the Battle of Marathon. They use a *Number Magic* spreadsheet to enter data on arm span and head size prior to representing it graphically. Year 6 pupils can import photographs into a *Word* document, add captions to pictures, produce booklets and program a robot to follow a course. Many understand the usage of *PowerPoint* to present information to an audience. They understand how to add sound to their work. Although limited by the lack of computers in their classroom and absence of Internet access, pupils talk about email and the Internet, which many access at home. As an interim measure until the planned purchase and networking of computers has become a reality, the headteacher has arranged for older juniors to use the office machines to access the Internet. This arrangement goes some way towards lessening the impact of the lack of access and the consequent slowing down of pupils' progress. It contributes effectively to the enhancement of pupils' research skills, allows opportunities for independent learning and extends their personal development. Pupils know how technology is used in the world of work, for example in airports and banks, and in the home, talking knowledgeably about mobile telephones, laptop computers, video and DVD players and electronic timing devices.
- 153 All pupils handle the equipment with care and help each other when difficulties emerge. They show good attitudes to the subject. Teachers display samples of pupils' work or save them in portfolios, indicating how they value it. Pupils respond well to this, for example when two Year 6 pupils, conducting visitors on a guided tour of the new building, pointed out their work on display with obvious pride. Pupils show delight in acquiring new skills, for example, when Year 5 pupils learned how to illuminate a tiger's eyes and rotate his bow tie. During discussion with pupils, one Year 2 boy insisted that, "*You can put thoughts into the computer and you can think again as many times as you like*" whilst a Year 6 girl, talking about a booklet classmates had produced on anti-racism and anti-bullying, said, "*We just used our initiative, which you can do with a computer ... it gave us time to decide how to present our thoughts on getting on with everybody*".
- 154 The quality of teaching observed during the inspection and noted from the scrutiny of pupils' work, ranged from satisfactory to excellent. Overall, teaching was satisfactory with some good features. This represents improvement from the previous inspection when teaching observed was only satisfactory. Where teaching is at its best, pupils know exactly what is expected of them in terms of conduct and performance. Teachers leave pupils in no doubt about what they will learn, use the equipment confidently, use effective questioning skills to assess understanding and know how to support pupils. Tasks set for pupils with special

educational needs are appropriate and enable these pupils to make satisfactory and sometimes good progress.

- 155 Teaching in whole class lessons is less successful when plans fail to take account of the difficulty pupils will have in seeing one computer screen. Some pupils become restless and their progress falters. When this occurs in large classes uncomfortably grouped around a single computer, the management of pupils diverts the teacher from the learning that is planned. However, pupils are usually very tolerant and wait patiently for their turn or remain attentive even when they are not actively involved.
- 156 The school has implemented a comprehensive programme of staff training through the New Opportunities' Fund scheme. Teachers' subject knowledge, skills and confidence in delivering lessons have increased greatly since the last inspection and staff now use information and communication technology additionally as a tool for supporting a range of activities, for example preparing reports for parents on pupil performance, analysing data and planning. The school has an agreed programme for the systematic development of pupils' information and communication technology skills. Greater facility with information and communication technology enables them, both individually and collectively, to implement the programme effectively. This represents improvement since the previous inspection. Staff have a greater awareness of how to use information and communication technology to enhance learning opportunities in other subjects which they incorporate especially well into literacy and numeracy lessons.
- 157 The School Improvement Plan identifies information and communication technology as a priority and considerable funds have been allocated from the school's budget to buy more hardware. Older computers have rightly been written off. Staff and governors recognise that the considerable investment in this subject must be measured against raised standards. They can provide evidence that some positive impact has already taken place. Inspection findings confirm this. A governor, well qualified to teach information and communication technology, works with upper juniors to enhance their skills in the subject. This is having a positive effect on pupils' progress. The school is aware of the national targets for ratios of computers to pupils and has realistic plans to meet them. A range of quality software for all classes has been purchased and staff are aware of the positive impact this has already had on raising standards. Classrooms are wired for networking computers and providing the much needed Internet access. The after-school computer club organised by staff is very popular and adds value to the information and communication technology curriculum. Overall, pupils spend more time developing their information and communication technology skills than at the time of the previous inspection. This represents an improvement in the situation noted at that time.
- 158 The co-ordinator is a very confident user of information and communication technology and provides good support for colleagues. She is well qualified and leads and manages the subject very effectively, maintaining a range of documentation, including an up-to-date policy and a scheme of work, which are helpful to staff. She monitors the quality of teaching by regularly examining weekly and longer term planning, records and pupils' work. Lesson observations have also taken place, with teachers being provided with useful feedback

about how to improve. She rightly identifies that more rigorous assessment of the information and communication technology performance of pupils aged seven and 11 would enable comparison to be made with the standards expected nationally.

MUSIC

- 159 A judgement on standards has been made after having observed three lessons, five extra-curricular lessons, discussions with pupils, and the subject co-ordinators, scrutiny of teachers' planning and pupils' work. Evidence indicates that standards are above average for pupils by the age of seven and average for pupils by the age of 11.
- 160 Overall, the quality of teaching is good. One infant class lesson and two junior class lessons were observed during inspection. One lesson was very good and two were satisfactory. In the very good lesson the teachers' planning, classroom organisation and subject knowledge were very good. The pupils took part, with confidence, in a variety of musical activities, for example, singing, composing, performing, listening and appraising. In the satisfactory lessons pupils listened well and showed enthusiasm for the subject, however, the lessons did not give pupils sufficient time to develop their practical skills.
- 161 During the inspection, pupils in Year 6 were learning about different rhythms and styles of music as heard on pre-recorded samples on electronic keyboards, for example, reggae, swing and samba. They worked in groups and composed rhythms and beats using tuned and untuned percussion instruments to accompany the pre-recorded sounds. A few higher attaining pupils composed complex repetitive rhythms, whilst others composed simple rhythms with accompanying beats. Pupils performed with confidence. They showed respect for each other's work and listened well to all performances. They made evaluative comments about the music heard, for example one pupil made reference to the musical structure stating, *the texture built up*. The pupils were able to use musical vocabulary, for example, texture, timbre, structure, and tempo, when answering questions. There were no opportunities observed for pupils in Year 6 curriculum lessons to sing and to develop vocal skills.
- 162 In a Year 1 lesson that was observed, the pupils sang with a wonderful confidence, enjoyment and good knowledge of words, diction, pitch and rhythm. They all worked well in their independent groups during a composing activity. They were able to internalise beats. They played beats on chime bars with accuracy. They all performed their compositions with confidence. All pupils listened well to each other's compositions and performances. Their listening and performing skills were further developed when listening to the music, *The Padstow Life Boat*. The pupils listened to the CD recording and demonstrated the actions to represent the different sounds heard. The pupils had a wonderful enthusiasm for singing. This was demonstrated when they sang the song, *Jolly Roger*. They sang with good diction, voice control, knowledge of accompanying actions and good performing skills.
- 163 When talking to pupils in Year 2 they very confidently demonstrated a wonderful excitement

and enthusiasm for their music lessons. They spoke about the different aspects of their lessons and the musical games, for example, “*Sometimes we play with partners, and they have to copy*”. They also showed a good understanding of musical language, for example, one pupil spoke about the pentatonic scale, stating that, “*It’s got five notes and you can play them in any order and they’ll sound good*”. Some pupils were able to compose simple and complex rhythmic patterns. All were able to copy simple and rhythms and beats. The pupils were very knowledgeable of the tuned and untuned percussion instruments in the school. Pupils spoke about songs they knew, for example, *The Sun has got His Hat On* and *Money, Money, Money*. They sang with a good knowledge of melody, pitch and lyrics.

- 164 Overall, all pupils, including those with special educational needs, make good progress. In the very good lessons pupils make very good progress. In the satisfactory lessons pupils make satisfactory progress.
- 165 The provision for extra-curricular music is very good. During the inspection the orchestra, hand chime club, choir and advanced recorder group were observed. The orchestra comprised brass, woodwind, guitar, violin and percussion sections. The pupils played the *Skye Boat Song* with good performing skills. They listened to each other and observed the conductor well. The advanced descant recorder group observed were able to read the music notation and played with enthusiasm.
- 166 The hand chime club played *Oranges and Lemons* with a good sense of rhythm and knowledge of pitch, key, time and notation. They enjoyed performing and played with great concentration. The choir attained a high level of performance. They sing with confidence, maturity, very good expression and technical accuracy. The repertoire chosen is well matched to the pupils’ ability. They sang the three songs from memory *Seek Ye First*, *God be in My Head* and *Catch a Falling Star*. They sang in unison and two-part harmony with very good performing skills. The school choir also performs to a variety of audiences within the local community.
- 167 Pupils sing in assembly. The singing is tuneful, however, they demonstrate a lack of confidence in voice production, diction and melody. The younger pupils have difficulty with the words of the hymns chosen.
- 168 The North Yorkshire Music Service provides instrumental lessons to the school. In one guitar lesson seen the quality of teaching was very good. The guitarists performed with confidence, maturity, enjoyment and good technical knowledge. The service provides very good value for money. The service also provides clarinet, flute, brass and violin tuition to pupils in the school.
- 169 The pupils’ behaviour and attitudes in music lessons is very good overall. The pupils have a desire to take part in the composing and performing and appraising activities. In the very good lesson their behaviour was excellent.
- 170 Resources for the teaching of music are good. The musical instruments and teaching

resources are well organised and stored in a central resource room. This provides easy access for teachers and pupils.

- 171 The co-ordinators provide good leadership for the subject. They are enthusiastic and have very good subject knowledge. This has a positive impact on the standards of music in the school. The lead co-ordinator has experience of monitoring lessons, however, this role is underdeveloped. The school has a detailed music policy.

PHYSICAL EDUCATION

- 172 It was only possible for inspectors to observe three lessons of physical education in both the infants and juniors during the inspection. Pupils were also observed at general play at lunchtime and in the after school volleyball and fitness clubs as part of the after-school provision.
- 173 Overall standards in physical education are above those typically found for all age groups. Pupils show developing throwing skills where activities are designed to develop them, and most in Year 1 and 2 can throw a beanbag into a hoop. Older pupils in the juniors develop their problem-solving skills and teamwork when faced with challenging and adventurous activities. Generally ball skills are developing well and most pupils, both boys and girls, demonstrate good throwing and catching skills by the end of the juniors. Overall fitness levels are much higher than expected and pupils clearly benefit from high levels of physical exercise during lesson warm up and in after-school fitness activities. Swimming standards are higher than average as pupils from Year 2 onwards have swimming instead of games for a period each year.
- 174 Overall, the quality of teaching is good. Teaching seen was always at least good and occasionally very good. Teachers have secure subject knowledge and pay appropriate attention to health and safety with clear warm up and warm down routines. Lessons usually proceed at a good pace. When appropriate, teachers make good use of pupil demonstrations and encourage pupils to assess each other's work and offer ideas for improvement. Pupils respond well to their lessons, working hard and making clear progress in body control and skills during the lessons seen. Teaching of adventurous activities was enhanced by the very effective use of support teachers and police officers to support each group of pupils so increasing the progress they made.
- 175 The planned curriculum covers all aspects of the national physical education programme. The hall provides a very good resource for indoor activities and the larger than usual playing field will provide for a range of outdoor games when it becomes available.
- 176 The school takes part in a range of competitive games both with other schools and in area-wide competition, such as the local area swimming gala.

RELIGIOUS EDUCATION

- 177 Standards in Year 2 and Year 6 are above the expectations of the locally agreed syllabus for religious education. Pupils make good progress, including those with special educational needs. Teachers make good use of a new scheme of work that incorporates the revised locally agreed syllabus and the new national guidelines. In their time at the school, pupils develop a particularly good understanding of Christianity and a sound understanding of Judaism, Hinduism and Islam. The school makes very good use of its close relationship with the Cathedral. Pupils visit regularly for services, both as a class, and at special times in the Christian and school calendar, and the Dean and pastoral lay worker visit the school. This supports pupils' awareness and understanding of Christianity and what it means to be a member of a faith group. The wide range of activities pupils undertake in class increases their understanding as well as their knowledge of their own and other people's values and beliefs. Older pupils understand the relevance of learning about different religious beliefs and comparing aspects of major religions.
- 178 In Year 2 most pupils show good understanding of 'the ways families show they belong to the Christian faith', with a range of well-expressed ideas. For example, *If someone had a baby they go to a christening and They light a candle to show Jesus is the light of the world.* They write about how they feel when they go to the Cathedral. *It is a special place because it reminds us of God. God is always there.* In discussion one pupil comments, *"I just feel the atmosphere of the building – when you step in – the surroundings"*. They write the Easter story, many writing a very good clear account, with the events in the appropriate sequence. In Years 3 and 4, pupils learn about the important events in the Church's year, from the Christmas story to Lent and Easter. They write about the Christmas story from the point of view of one of the three kings. Some pupils describe vividly the state of the stable, but still realise the baby is special, in spite of the surroundings, showing empathy with the character. They relate the story of Jesus tempted in the wilderness to giving up something in their own lives, such as fish and chips, biting their nails, fizzy pop, and how difficult this is. In Years 5 and 6, pupils learn about the tenets of Islam. They relate going on Hajj (pilgrimage) to Mecca to going on a Christian pilgrimage to the Holy Land. They look at differing influences on their life, some for the good and some not, and the greatest influence, *My family because they help me and encourage me in everything I do*, writes a pupil, and the moral choices that they and other people make in their lives.
- 179 Three religious education lessons were seen. Of the two lessons of sufficient length where a judgement could be made, the teaching was satisfactory. Teachers start lessons well, building on what pupils know to introduce new topics and extend their understanding. Lessons are well prepared and presented. A teacher reads a Bible story to younger pupils in a dramatic and interesting way which sustains their interest. Older pupils discuss their responses to posed moral dilemmas. From their responses the teacher makes the important distinction between *How one should or would respond*. This encourages pupils to reflect as they work in groups to set their own moral dilemmas with options on how to respond. Speaking and listening are an important focus in lessons in the subject, so pupils have time to reflect, develop their thinking and responses. This provides many opportunities for pupils' spiritual development. In Years 3 and 4, when composing a prayer for a christening, a pupil

writes, *I hope you make her come into your circle of love.* In one of the lessons seen, teaching time was lost due to the over-running of another lesson and in another the late end to play-time. This meant the time was insufficient to achieve what had been planned, so teaching and learning opportunities were missed, and the appropriate allocation of time for the subject was not maintained in those lessons. Where there were different activities for the different ages and abilities in the class, the higher attainers achieved well, but in other groups too much time was spent on presentation, so they achieved less. A visitor from the Cathedral worked well with a group composing a prayer, but was under-utilised in the teacher's introduction to the lesson.

- 180 Both co-ordinators have very good subject knowledge and expertise and are enthusiastic about the new scheme of work from the local authority being implemented this year. It is intended that for their half-termly plans, teachers will show what parts of the units they use or any suggested improvements of their own, which will be reviewed by the co-ordinators. The co-ordinators monitor teaching and planning regularly and examine pupils' work in books. There are no formal assessment arrangements as yet in the subject, except at the end of the infants and juniors and a comment in the annual report to parents. Resources are good, with artefacts for the different faiths studied. The Cathedral also provides some additional resources such as a set of Bibles so each pupil in the class has one. Attending services in the Cathedral, walking round it and visiting local churches in Years 3 and 4 make a very significant contribution to the curriculum which is reflected in pupils' comments and their writing. The infants also visit a Hindu Temple, which effectively enhances their understanding of Hinduism. However, there is no visit to, or visitor from, a mosque or synagogue, which would broaden pupils' understanding of these faiths.