

INSPECTION REPORT

BURNT YATES CE ENDOWED PRIMARY SCHOOL

Burnt Yates, Harrogate

LEA area: North Yorkshire

Unique reference number: 121626

Headteacher: Mr R. J. Langley

Reporting inspector: Mrs M. R. Shepherd
11328

Dates of inspection: 5 – 7 March 2002

Inspection number: 224920

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Voluntary Aided
School category:	Infant and junior
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Burnt Yates Harrogate North Yorkshire
Postcode:	HG3 3EJ
Telephone number:	01423 770586
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs R. Ward
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs M. Shepherd 11328	Registered inspector	English Foundation Stage Geography History Information and communication technology Physical education Special educational needs Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mrs C. Stormonth 16472	Lay inspector		How high are standards? How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs A. Patterson 25802	Team inspector	Mathematics Science Art and design Design and technology Music	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Burnt Yates CE Primary School is voluntary aided and was endowed by an admiral. His trustees provide some funds to the school each year. There are 31 pupils on roll, with 13 boys and 18 girls, which is much smaller than average. Twelve per cent of pupils are on the register for special educational needs, which is below average. There are no pupils from ethnic minorities. Attainment on entry is above average, but each year group has a very different balance of attainment and in some year groups the range is wide. Children join the reception class in September and work in the same class as the Years 1 and 2 pupils. Pupils between Years 3 and 6 work together in the junior class. The school has gone through considerable staffing changes over the past three years. There have been several acting headteachers and at one point the infant teacher was in charge of the school. She was not in post in the previous inspection. The current headteacher has been in post for a year.

HOW GOOD THE SCHOOL IS

This is a good school. Infant pupils make good progress because the teaching is good. Standards of Year 2 pupils are above average in English, science and information and communication technology. The new headteacher has increased the rate of progress considerably since taking over the teaching in the junior class. Standards of Year 6 pupils are above average in four areas of the curriculum and standards are higher than expected in many subjects for pupils in Years 3 to 5. Gifted and talented pupils make good progress. Pupils are extremely enthusiastic about school. The headteacher manages the school well. The school provides satisfactory value for money.

What the school does well

- Attainment of Year 6 pupils is above expectations in mathematics, science, speaking and listening, and information and communication technology.
- Attitudes, behaviour and relationships are very good; pupils have great respect for feelings, values and beliefs.
- Teaching is good.
- Leadership and management are good.
- The way the school plans for spiritual development is excellent; the curriculum for moral and social development is very good.
- There are very good links with parents and the community.
- The school makes very good use of its small size to support and challenge each pupil.

What could be improved

- Progress in some aspects of writing.
- Use of assessment.
- Range of work for reception children.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996. There has been good improvement since then, due to the current partnership of headteacher and infant teacher. Standards in speaking and listening, mathematics and science have improved by Year 6 and art and design, design and technology and physical education have improved by Year 2. Standards in information and communication technology and swimming have improved significantly. The progress made by reception children is faster. Pupils have more positive attitudes towards their work and attendance rates are much higher. Teaching is better in both classes. The work of the governors has improved and the school now has stronger links with parents. The school is run more efficiently. There has been a significant improvement in the building, with brand new cloakrooms for the whole school and a new classroom for the junior class. There is a very good capacity for future improvement.

STANDARDS

Statistics for how well the pupils perform in the national tests in Years 2 and 6 have to be considered with caution because of the small numbers in each year group. This means that each pupil represents 17 per cent of the total. In last year's national tests attainment was average in English and mathematics and above average in science. Trends over time are below average. The school sets itself realistic targets.

The inspection finds attainment of pupils in Year 6 as above average in mathematics, science, speaking and listening and in information and communication technology. Standards in reading and writing are at the expected level. The difference between last year's test results and inspection judgements are due to the changes in teaching and the considerable differences in attainment in such small year groups. Standards in design and technology are below expectations and standards in geography are well below expectations because the school has concentrated on raising standards in other subjects.

The attainment of Year 2 pupils is above average in English, science, information and communication technology, art and design and in design and technology. Standards in swimming are above expectations in Year 6 and well above expectations in Year 2 and reception.

Standards in reception are above average in most aspects of the Areas of Learning¹.

Gifted and talented pupils make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are extremely enthusiastic about school. Pupils work very well together and are keen to learn.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and ensures a calm context for learning. Pupils behave very well in assemblies, at lunchtimes, in the playground and when they make visits out of school.
Personal development and relationships	Relationships are very good. Pupils are friendly and well mannered. They enjoy taking responsibility and are eager to support the smooth running of the school. Older pupils look after younger pupils sensitively.
Attendance	Attendance is well above average. Pupils arrive punctually.

Pupils have a very good understanding of the impact of their action on others and have enormous respect for each other's feelings and values.

TEACHING AND LEARNING

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

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

The teaching of basic skills in literacy, numeracy and information and communication technology is very good. Teachers have good subject knowledge in these subjects and the headteacher has very good subject knowledge in history. Teachers manage pupils' behaviour very well. The organisation of different year groups within each class is very good and pupils try hard to complete their work because it is well matched to their needs. Teachers use additional adults very effectively to support individuals and groups. Teaching of mathematics is very good. The teaching of English is good in the infant and reception class and very good in the junior class. The organisation of reception children's tasks does not give enough opportunities for independent work. Teachers know each pupil very well and meet their individual needs effectively. Pupils all work hard and concentrate well.

¹ The Areas of Learning are the guidelines from the government for the curriculum for reception children.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well balanced, with detailed yearly and termly planning to ensure the content matches the needs of the different age groups in each class. There are not enough opportunities for independent play for reception children.
Provision for pupils with special educational needs	The curriculum for these pupils is satisfactory. The headteacher works closely with the governor for special educational needs. They have clear plans to implement the new national requirements for these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The curriculum for spiritual development is excellent. Assemblies are of a high quality and there are very effective links with the church. Teachers plan carefully to provide awe and wonder in lessons. The curriculum for moral and social development is very good. There are very good opportunities for pupils to identify right from wrong. There is a wide range of strategies to develop social skills. The curriculum for cultural development is good. Pupils have regular opportunities to go on visits in the community and to learn about other cultures.
How well the school cares for its pupils	Staff know the pupils very well. There are very good systems for monitoring good attendance and good behaviour. Procedures for child protection are good. Assessment is not linked closely enough to the National Curriculum.
Partnership with parents	The work of parents in school has a very positive impact on individual pupils' learning. The quality of information is good. Annual reports are very good quality for the infants and juniors. They are satisfactory for reception.

There is a good range of extra-curricular activities. The new half-termly reports for pupils are of good quality.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management of the headteacher are good. He works very effectively to extend the school's links with parents and the community. The partnership between the headteacher and the classteacher is very good, which produces a high level of consistency throughout the school.
How well the governors fulfil their responsibilities	The governing body has a good understanding of the strengths and weaknesses of the school. Governors work regularly in the school which ensures a good level of monitoring of developments.
The school's evaluation of its performance	The school evaluates its performance well. The school development plan is well structured. There is a high commitment to improve every aspect of the school's work. School staff work very hard to implement changes.
The strategic use of resources	The school considers its resources carefully and works hard to make the best use of available funding. The secretary is highly efficient and works closely with other staff to ensure the smooth running of the daily life of the school.
Staffing, accommodation and learning resources	Staffing levels are good with an effective balance of expertise. Accommodation is good with an attractive library. The new building greatly improves the facilities. The caretaker keeps the accommodation very clean. The outdoor play area for reception children is bleak and the school field is often out of use due to poor drainage and mole activity. Learning resources are adequate, but there are not enough books for some pupils with special educational needs or enough artefacts for the full history curriculum.

The headteacher very effectively combines his management responsibilities with his role as the junior classteacher. The school has a beautiful spiritual garden produced in partnership with parents and the community. The school spends its money wisely.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Seventy-one per cent of parents returned the questionnaire. Eleven parents attended the parents' meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable approaching the school with questions or problems. • Their children make good progress. • Their children like school. • Behaviour is good. • The school is well led and managed. • Their children become mature and responsible. • The school has high expectations. 	<ul style="list-style-type: none"> • Information about their children's progress.

The inspectors agree with the aspects that please parents. They disagree that the information about children's progress needs improvement. The quality of the infant and junior annual reports is very good although the reception pupils' reports are not of as good quality. The new half-termly written reports have effectively increased the amount of formal information about progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the school is above average. However, it varies each year because each year group is so small. In some year groups there is a wide range of ability. Children make good progress in reception because they work hard to reach the levels of the older pupils. Children develop a good level of skills and understanding across the majority of the curriculum for reception children and are on line to reach standards above the expected level in most aspects of the Areas of Learning.
2. The table below shows attainment in English, mathematics and science.

	National tests 2001 Pupils aged 7	Inspection judgements Pupils aged 7	National tests 2001 Pupils aged 11	Inspection judgements Pupils aged 11
English	Reading Well below average Writing Average	Reading Above average Writing Above average	Average	Below average
Mathematics	Very high	Average	Average	Above average
Science	Teacher assessment Very high	Above average	Above average	Above average

3. Compared with similar schools, attainment is the same as the comparison with all schools, with the exception of mathematics in Year 6 where attainment was below average. However, these comparisons should be viewed with great caution. Differing levels of pupils with special educational needs can make substantial changes to each year's performance. Each year group is very small and each pupil carries a very high proportion of the final percentage. For example, the reading comparison was based on the reading test. If the figures for the reading comprehension had been compared the results would have been much higher. The trend over the past four years is below average and reflects both the variations between the different age groups and the many changes to the staffing in the junior class. This also accounts for the difference between last year's national tests and inspection judgements. There are no significant differences between the attainment of girls and boys. The school now sets itself realistic targets.
4. Standards in the current Year 2 in reading are above average because the teacher works systematically to support basic skills and pupils receive regular opportunities to discuss their reading. Pupils tackle new words confidently and enjoy identifying favourite characters. Pupils write confidently because the teacher ensures pupils write across a good range of different styles. Pupils use spelling and grammar confidently. Handwriting is well produced when pupils are practising these skills, but it is untidy in other pieces of work.
5. Standards achieved by Year 2 pupils in mathematics are average. Pupils handle number work confidently and tackle mathematical problems systematically, applying their knowledge well. They have a good understanding of shape and space because they have regular opportunities to investigate their characteristics. Standards in science are above

expectations. Pupils carry out investigations confidently and understand the importance of fair tests. They have a good knowledge of the science curriculum because the teacher covers each aspect systematically.

6. Progress in English is very good in the junior class up to Year 4. These pupils have benefited from the teaching of the current infant teacher in their infant schooling and the headteacher has built very effectively on these secure foundations to challenge pupils well. Pupils read confidently and both their reading and writing is above the expected level for their age. Progress is good in Year 5 because the headteacher has challenged these pupils for over a year. However, progress over time is unsatisfactory for the Year 6 pupils because they did not benefit from the infant teacher and have had a sequence of different teachers during their junior schooling. Their progress is now good because the headteacher challenges their thinking and provides well-focused work. However, overall their standards are below average in English. Standards in speaking and listening are above average because pupils have many opportunities to develop these skills regularly with adult support. Pupils in Year 6 do not have positive attitudes towards reading and although they discuss different authors, it is at a lower standard than expected. Standards in writing are below average. Pupils' spelling and grammar are not accurate enough and they lack confidence in writing independently. Standards of handwriting and presentation are below average across the whole junior class in their independent work because there is not enough emphasis given to this aspect of their work.
7. Standards of Year 6 pupils in mathematics are above average. Pupils work at speed in mental mathematics to solve problems. They tackle mathematical investigations confidently and work well on computers when handling data and representing outcomes in graphs and pie charts. Standards in science are above average. They use scientific language confidently because the teacher insists they use the correct vocabulary. They make sensible hypotheses of how to carry out investigations and record their findings systematically in a variety of forms. Progress of pupils between Years 3 and 5 is very good in both mathematics and science.
8. The following table shows standards in subjects other than English, mathematics and science.

	By the age of 7 years	By the age of 11 years
Information and communication technology	Above expected level	Above the expected level
Art and design	Above the expected level	At the expected level
Design and technology	Above the expected level	Below the expected level
Geography	At the expected level	Well below the expected level
History	At the expected level	At the expected level in Year 6, but good progress for all younger pupils
Music	At the expected level	At the expected level
Physical education	At the expected level Standards in swimming are well above expectations	Not possible to make a judgement overall. Swimming above the expected level

9. Standards in information and communication technology are above average because both teachers have good subject knowledge and provide a good variety of work. Swimming

standards are higher than expected because pupils get regular lessons throughout the school and receive a high level of adult support. In the junior class standards in geography are well below expectations and standards in design and technology are below expectations because pupils' skills are not developed systematically. Infant pupils have regular opportunities to extend their skills in design and technology and in art and design.

10. Standards of literacy are above expectations up to Year 5 and then drop to below expectations. Standards in numeracy are above expectations throughout the school. Gifted and talented pupils make good progress because they are challenged to fulfil their potential. Pupils with special educational needs are supported well and make good progress. They make very good progress in speaking and listening because the school encourages them to take their turn in contributing to group and class work and gives them every encouragement to speak at length.
11. Since the previous inspection standards have risen in Year 2 in English, science, information and communication technology, art and design, physical education and in design and technology. Standards in Year 6 have risen in speaking and listening, mathematics, science and in information and communication technology.

Pupils' attitudes, values and personal development

12. Attitudes and behaviour are very good and are even better than they were at the last inspection. These are a real strength and a significant factor in the good progress that pupils make. This is a harmonious, vibrant and supportive community where the ethos is respectful and clearly focused on learning. Pupils obviously enjoy school and parents are delighted that their children are so happy and have such a good quality school life.
13. Children in reception are developing confidence and good social skills. They work well together, share ideas and resources and show enjoyment in the success of others. For example, when pupils made progress in their swimming skills these were widely admired. Reception pupils emulate older pupils in other lessons and strive to match the work of older pupils. They are eager to please their teacher. For example, children tried hard to write independently in their 'day-to-day' books. Reception children have too few opportunities to organise independent work especially their outdoor equipment for their physical development. This restricts their exploratory impulses and stifles their curiosity.
14. Infant and junior pupils have very good attitudes to learning and respond well when expectations are high in lessons. They follow instructions well and respond well to praise and encouragement. Pupils relish challenge, they are keen to learn, have good concentration levels and answer questions eagerly. Behaviour in the classroom and around the school is very good and has improved since the headteacher arrived. Both pupils and parents agreed that the junior class in particular is calmer and there is a more purposeful atmosphere in lessons where pupils concentrate on work without interruption by misbehaviour. Pupils behave very well in assemblies and show reverence during reflection and prayer time. Pupils are very sensible at lunchtimes, which are pleasant sociable occasions. Behaviour in the playground is very good and pupils play together well. There is no evidence of any bullying and no recent exclusions.
15. Relationships throughout the school are very good and are based on mutual respect for all in a caring, family-orientated small school community. Pupils' personal development is very good. Pupils are friendly, well mannered, helpful, and welcoming to visitors. They talk with pride of going to a school with such a long and rich history. They really enjoy and appreciate the extra-curricular activities and the many school trips they take. Pupils are confident and have high levels of self-esteem, which helps them tackle new learning positively. Pupils have a very good understanding of the impact of their actions on others and have enormous respect for each other's feelings and values. As pupils move up

through the school, they become more responsible, more independent and develop greater maturity and growing confidence. Pupils are eager to be actively involved in daily routines that help the smooth running of the school day and carry out their duties very well. Older pupils look after the younger or new pupils and make sure that they are fully included in all aspects of school life.

16. Attendance is very good and well above the national average. This is a significant improvement on the previous inspection. Punctuality on arrival at school is generally good despite the long distances some pupils travel.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching is good overall. It is very good in the junior class with excellent features in science. Teaching is good in Years 1 and 2 with very good features in mathematics. Teaching in reception is satisfactory. The teaching of basic skills is very good for these children, but the balance of activities across lessons is sometimes too formal. The quality of teaching in the school has significantly improved since the previous inspection.
18. The teaching of basic skills is very good throughout the school. This is having a significant impact on the rate of progress of the pupils who have benefited from the current teaching team. Teachers use very clear explanations when they are introducing new learning. For example, in a literacy session in the junior class pupils were given very precise definitions about climaxes and anti-climaxes and then helped to analyse an exciting text to identify these features. Teachers have a very good understanding of each pupil's level of skill and they support individuals very carefully to build on previous learning. For example, in mathematical development the teacher challenged the reception children to order boxes in sizes and then extended the work to introduce simple subtraction. Both teachers introduce basic skills in information and communication technology very effectively, which gives pupils a high level of confidence when using computers.
19. Teachers use additional adults very effectively to support either individuals or groups. This provides a high level of support for pupils in understanding the tasks. It also has a significant impact on speaking and listening skills because pupils have more opportunities to explain their thinking. Adults are carefully briefed before they begin their work, which gives them a good understanding of what the pupils should have learned by the end of the session. Support from adults is particularly good in reading, spelling and computer work. For example, a parent worked very effectively with the Year 2 pupils to extend their understanding of the use of the Internet, which produced high levels of concentration throughout the session. Some opportunities are missed with reception children to extend their learning through well-focused questions.
20. Teachers organise most lessons very effectively to match the needs of the different year groups. Planning often identifies different activities for each age group and focuses on the particular needs of each group. Pupils are organised sensitively to match their learning to the activities, which sometimes involves older pupils working with younger pupils if this meets individual needs. Literacy lessons are organised particularly well with two different texts used for the older and younger pupils. This ensures that the content of the texts match the interests of the pupils very well. For example, Years 3 and 4 loved reading 'Dustbin Charlie', relating searching in an old skip to their own experiences, whilst Years 5 and 6 thoroughly enjoyed the complexities of the ghost story 'Hardwick Hall', which would have been an inappropriate text for the younger pupils. The very careful organisation involves making good use of resources and a good variety of tasks during lessons, which maintains pupils' concentration well. For example, in the infant class the teacher organised Year 2 pupils to work on a computer with an adult, introduced new computer programs for Year 1 and investigated the use of the school telephones with the reception children. In some lessons reception children do not get enough practical activities and the pace of their

work drops. There is a good range of independent activities around the classroom, but reception children do not have enough time to select activities for themselves or plan their own learning, which reduces their progress in personal development.

21. Teachers manage pupils' behaviour very effectively. They are clear about the rules operating in classrooms and have high expectations of standards of behaviour, whether it is in the classroom, around the school or outside the building such as walking across to the church. When pupils do behave in an unacceptable way, teachers discuss this with individual pupils sensitively and set their future expectations. These effective strategies produce a calm and orderly context for learning.
22. Teachers have good subject knowledge in English, mathematics and information and communication technology. This has a significant impact on pupils' progress in these subjects. The headteacher has very good subject knowledge in history, which allows him to ask a wide variety of questions and support the development of historical skills very effectively.
23. Teachers have high expectations of pupils' rate of learning and the effort they put into their work. They use the benefits of knowing each pupil very well to very good effect and match future work to challenge them further. However, expectations of pupils' presentation and handwriting in their everyday work are too low. Gifted and talented pupils make good progress because teachers organise them appropriately to work with older pupils and target them with more difficult questions in whole class sessions. Teachers also have high expectations for pupils with special educational needs, supporting their needs sensitively and raising their self-esteem through giving them opportunities to talk to the whole class about their work. In the junior class the teacher often organises pupils in mixed groups in order to challenge each pupil and to make best use of their different skills. For example, in a simple task using a calculator, pupils tried very hard to get the highest number because they were organised into four groups across age groups and every pupils' contribution mattered. Teachers target boys and girls equally and all pupils expect to be involved in every school activity.
24. Teachers effectively record pupil's daily and weekly progress. However, they do not relate this closely enough to progress in the National Curriculum. Teachers discuss pupils' individual progress with them regularly and the marking of pupils' work celebrates achievement. For example, in the infant 'day to day books' the teacher always responds to the pupils' writing, which stimulates them to write even more the next day. However, teachers do not give pupils clear enough targets for future learning when they are marking work, which results in pupils being unsure of exactly what they need to do to improve.
25. Homework is good in reception and Years 1 and 2. Pupils expect to take their reading and library books home every night and their reading diaries provide a useful communication system between the school and home, with good quality comments from the teacher. Homework is satisfactory in the junior class. Pupils expect to do homework regularly and have some interesting projects to carry out. However, the homework does not get challenging enough for the older pupils and opportunities are missed to extend pupils' independent writing skills.

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

26. The school provides a broad, rich and varied range of experiences that are well matched to pupils' particular needs and aptitudes. The school has made developments in this since the previous inspection. The experiences that are provided contribute fully to pupils' very good attitudes and to their enthusiasm for school. It fully satisfies the requirements of the National Curriculum. The National Literacy and Numeracy Strategies are fully in place. The school places a strong emphasis on the development of pupils' literacy, numeracy, investigative and information and communication and technology skills. This is well reflected in other subjects such as science. The school allocates an appropriate time to each subject and makes effective links between them. However, time for geography and design and technology has not been long enough for pupils to develop skills and understanding at the expected level. The provision for pupils' personal, social and health education is very good and is a strength. Work in this area is at the heart of the school and carries its main aims and values. It gives central importance to 'circle time', when pupils sit together to share their personal thoughts and feelings and negotiate understandings. This process grants pupils a voice in such areas as school rules and their interpretation of being a community within a larger community and strongly promotes their moral and social development. In one circle time, for example, pupils aired their views on the meaning of 'community'. They offered thoughtful responses such as 'Groups of people who live in a village or community but not necessarily a family'. French is taught fortnightly in the Years 3 to 6 class and this provides a valuable added dimension to the pupils' learning. Pupils are given every opportunity to develop their self-esteem and confidence and this has a positive effect on their learning.
27. The school makes appropriate provision for sex education and drugs' awareness. There are helpful policies and nationally approved schemes of work in place for all subjects. This is an improvement since the previous inspection. The school's need to teach up to four year groups as one class has obliged it to reconstruct these schemes of work and it has done this well. The yearly and termly planning for the mixed infant and reception class is very good and balances the different needs of the two programmes well. Very coherent long-term plans now indicate exactly what will be taught in each subject. These are translated into more detailed plans that identify very clearly what groups of pupils are expected to learn during each lesson. This ensures that they all have equality of access and opportunity in their learning, including those pupils with special educational needs. Both teachers monitor this planning on a regular basis. As a result, it is better than it was in the previous inspection.
28. Provision for the early identification of pupils with special education needs is satisfactory. Their individual work plans are well matched to their needs so that they make the progress that they should. The headteacher is working closely with the governor responsible for this aspect of the school's work and they are both aware of the need to revise the provision in the light of the new Code of Practice² for these pupils.
29. The quality and range of visits and extra-curricular activities is good. Pupils have opportunities to be involved in regular activities such as netball, football, recorder playing and chess. Both boys and girls take part and most participate. All pupils take part in swimming lessons. These are only possible because of the generosity and goodwill of parents who take them by car to the local swimming pool. The school also makes very effective use of visitors and visits out of school to enrich the curriculum and broaden pupils' knowledge and understanding of the world outside their own village in the dale. Work in science, geography and English exploits fully the special advantages of the school's immediate environment. There are plans for younger pupils to visit a synagogue in Leeds.

² The Code of Practice is produced by the government for pupils with special educational needs and has recently been changed.

A well-planned programme of residential visits to places such as Whitby combines study with experiences of contrasting places and ways of life. These are valuable opportunities for pupils to further enhance their personal, spiritual, social and cultural development.

30. The school has very good links with the community. There are high quality assemblies held in the local church, providing excellent links with the rector, who leads pupils through a formal service that is carefully adapted to meet their needs. The school is used regularly for meetings so that it maintains a high profile in the community. It has effective links with the local secondary schools. Positive feedback is given about how well pupils adapt to their new school environment. The school welcomes visitors such as the local rector, the music specialist and many parents and other adults who make a very positive contribution to pupils' personal, social and cultural development.
31. The overall provision for pupils' spiritual, moral, social and cultural development is very good. This is an improvement since the previous inspection. Parents are very pleased that the school successfully helps their children to become mature and responsible.
32. The provision for pupils' spiritual development is excellent and is a great strength of the school. The school uses the benefits of its small size to successfully develop pupils' values of worth and self-esteem. Within this family atmosphere, teachers and other adults provide a special climate where pupils can grow, flourish and have respect for each other. For example, the school produced large prayer banners and then joined the rector in flying them in the school grounds. Daily assemblies centre on acts of collective worship in which pupils sing hymns expressively. They listen to stories with rapt attention and reflect thoughtfully on meanings, such as giving gifts to special people. For example, they expressed their feelings of awe and wonder when shown a tiny bottle of perfume that was so special to their teacher. Pupils also have opportunities to reflect on non-material things. For example, they enjoy sharing inner feelings in their 'circle'³ time where they sit together and consider their ideas. 'A community needs a schedule!', challenged one Year 4 pupil. In such ways, the school cultivates aspirations, imagination and self-worth. Learning experiences are often stimulating and pupils were observed listening intently to a story of a lost guinea-pig. They shared their sadness and then breathed a sigh of great wonder and relief when it was found. The beauty of the natural world around the school provides excellent opportunities for pupils to study and appreciate the landscape and living things. For example, in their spiritual garden, which they and their parents created with such care, they have opportunities to sit and reflect on the beauty of their surroundings. Following a visit to Brimham Rocks, one young pupil sensitively wrote, 'Come to Brimham Rocks. There is a pond with some frogs and a wonderful woodland'. Pupils are also aware of the impact of humans on the environment as they write about the noise and the litter mingled with such beauty. In lessons teachers value their pupils' questions and give them space for their own thoughts, ideas and concerns. For instance, when considering the meaning of a community, older pupils spent much time offering their own definitions. Each one was valued and accepted and they grew in confidence as they spoke. 'A community is all of us – teachers, children and the Reverend Brown!' As a result, these pupils learn a set of values and beliefs, which inform their outlook on life and their patterns of behaviour. Regular visits to the church reinforce the links with pupils' spiritual development. One parent's comment during the parents' meeting summed up their feelings about the school, 'This is more than a job, it's a family'. Spirituality is clearly embedded in the heart of this school.
33. Provision for pupils' moral development is very good. Teachers and other adults are very good role models and provide an entirely positive code of conduct. This ensures that pupils from an early age are aware of the difference between right and wrong. Throughout the school, pupils are given opportunities to develop moral values, for example their rights

³ Circle time gives pupils time to sit in a circle and take turns in sharing their thoughts and feelings.

and responsibilities. They are encouraged to take responsibility for their actions, for example by looking after their property, taking care of the environment and providing models of very good behaviour in lessons, acts of worship and in their play. Pupils are regularly praised for what they do well. As a result, they are learning to develop a respect for others' needs as well as their own. This has a very positive effect on their attitudes to work and to school.

34. Provision for pupils' social development is very good. Pupils are provided with many opportunities to interact and respect each other. The school has very good systems for supporting social development. For example, it encourages older pupils to take care of younger ones. In lessons, pupils often sit next to others who require support. Thus, the school has successfully fostered a sense of community with shared values. Pupils work well together and share resources and ideas amicably. The school provides positive experiences for pupils through assemblies, games, school productions and residential activities. For example, they have visited Hadrian's Wall and Filey beach. They learn to develop leadership qualities and accept responsibility by giving out hymn books, helping in the library and tidying up for others. During an act of collective worship, one older pupil was observed offering his hymn book to another who did not have one. In one mathematics lesson observed, younger pupils took turns to speak and each listened carefully to what they had to say. They were learning to work successfully as a team. Parents agree that the school helps their children to become mature and responsible.
35. The school provides good opportunities for pupils from a relatively isolated community to learn about and to celebrate both their own cultural traditions and those of others. It does much to promote an appreciation of what is special locally and regionally, such as areas of beauty like Brimham Rocks, Bewerley Park and Ripon Cathedral. Pupils have studied the local environment and have produced fine drawings and paintings of flowers and shrubs. Excursions such as a visit to the supermarket by younger pupils and residential visits extend this appreciation. Pupils learn at first hand of the history and the social and economic life of towns such as Whitby and Harrogate. Studies in history, art and religious education help pupils to understand that other people have cultures, language, faiths and ways of life that are very different from their own. For example, they have learned about the life of Martin Luther King, understand the significance of Christian Aid Week and have visited Harrogate hospital. Teachers plan well to ensure that pupils gain a valuable insight into different styles of sound and mood in music and sensitively compose their own. There are a number of regular visitors to the school. These include the local rector, governors, other adults and parents from different parts of the country who all contribute very well to pupils' growing appreciation of the diversity and interdependence of cultures. There are good quality displays of pupils' work in, for example, art, science, history and geography. These further develop pupils' cultural development and prepares them for living in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school takes good care of pupils and this helps to improve the effectiveness of teaching and learning. Staff know their pupils well and pupils are confident in their approaches to their teachers and to other adults in the school and this helps them to feel happy, safe and secure. The school gives a high priority to a very good range of procedures to encourage very good attendance, very good behaviour and work habits and where pupils' welfare is safeguarded.
37. Procedures for monitoring and improving attendance are very good. Registers are consistently maintained and absences are followed up to encourage good attendance and eliminate unauthorised absence. The procedures for monitoring and promoting behaviour are very good and have improved since the headteacher arrived and devised a new behaviour policy. Pupils welcome these procedures and believe this is a 'firm but fair' way

of improving behaviour. The policy is consistently applied and the very effective positive behaviour regime is consistently reinforced throughout the school day. Pupils are familiar with the school rules and high expectations for behaviour and they usually behave very well. An entry into the 'Golden Book' is the highest accolade. This is valued and encourages pupils to work and behave well. The procedures for eliminating any oppressive behaviour are also very good. Pupils confirmed that they had not got any bullies and how 'nice and friendly' pupils are. There are very effective induction procedures for new pupils who settle into school very quickly. A new pupil who had been at the school for only three weeks was keen to explain how comfortable and happy she felt already.

38. The arrangements for child protection are good and meet all the statutory requirements. The headteacher is the designated person and has had recent training to update the school on recent changes in local child protection systems. When pupils are sick or injured they receive a high level of care and attention and all pupils' medical conditions are catered for well. The school has some good systems for carrying out all the routine health and safety checking and risk assessments. There are two health and safety issues that the school is aware of but has not been able to address yet because of funding issues. One is the outdoor play area for the youngest children, which has been closed off as the concrete holding the wall top coping stones is crumbling and potentially dangerous. The other is the school field, which is under used, as the surface is hazardous, very uneven, badly drained and unsuitable for physical education, which reduces opportunities for developing team games.
39. Much of the monitoring of pupils' personal development is informal, promoted by teachers who know pupils very well and sustain very positive relationships with them. Teachers show a high level of support and commitment to pupils and are able to give them good advice for improving attitudes, social skills and encourage positive attitudes to their work. The formal monitoring of personal development is recorded effectively in the new half-termly school reports and targets for improvement are given for behaviour and attitudes. These are well focused and address weaknesses effectively.
40. Procedures for assessment are satisfactory. Results from national and other tests are used to track pupils' progress over a period of time and to set targets for the future. There are sound arrangements for the regular assessment of English, mathematics and science and this information is used satisfactorily in teachers' planning. In other subjects, teachers carry out tests at the end of each topic to assess what their pupils have learned. Because of the size of the school, the headteacher works closely with another small local school to share and compare samples of work to provide a more accurate and balanced picture of pupils' attainment and progress. There are useful computerised personal profiles for each pupil that record their attainment and progress as they move through the school. However, these are only in their infancy so that they have not yet had any substantial effect on providing clear evidence on pupils' attainment and progress as they move through the school. Portfolios of individual pupils' work contain samples of tasks in several subjects, which the school has begun to judge according to the National Curriculum. However, these judgements are not always sufficiently accurate or consistently matched to National Curriculum levels to provide detailed information on pupils' attainment in each subject. This reduces the effectiveness of future planning based on pupils' progress in the National Curriculum requirements. The quality of teachers' marking is inconsistent and is not as good as it was in the previous inspection. It does not always inform pupils of what they have achieved or what they need to do next to improve. As a result of this, pupils do not have a clear understanding of what they need to do next to improve in different subjects, or of their progress compared with national standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school continues to have a good partnership with parents and believes a close working relationship with parents is fundamental to its drive to improve standards. The school works hard to ensure the school remains at the heart of a close knit and friendly community. Parents are very supportive and are highly satisfied with the education provided and other aspects of the school. Parents' views are sought through questionnaires and regular discussion in an open and friendly way and their ideas are welcomed and valued as part of school improvement. Parents particularly like the approachability of staff and the welcoming and caring environment in the school.
42. The school's links with parents are good. The school works hard to provide relevant information to parents when their children enter the school, which ensures that pupils settle quickly into school. Three new pupils joined the school recently and both parents and pupils were delighted at the welcome they received and confirmed that they felt part of the school community already. The quality of information provided for parents is good overall. There are good systems for communicating with parents from the notices in the hall to friendly weekly school newsletters. The information parents receive about their children's progress is very good. Parents have good formal consultation opportunities to discuss their children's work and share new targets for learning. This is complemented well by informal discussions with parents at the end of the day. The quality of the annual school reports is very good. Parents are given some very specific individual advice on how pupils' weaknesses can be addressed. The new half-termly written reports are also of good quality and show how children are performing in numeracy and literacy and personal development. The reports for reception children are not as good and parents are not given a full picture of the progress their children are making. The governors' annual report to parents does not contain all the required information and does not fulfil statutory requirements. It lacks information on absence rates, national test results, admission arrangements and facilities for disabled pupils, school security, professional development of staff, the name and address of the chair and clerk to the governors and details on action taken at the last annual meeting. The school brochure is out of date and also lacks data on national test results and absence rates.
43. The impact of parents' involvement on the work of the school is very good. Many parents regularly volunteer to help each week. They are given good guidance and are deployed well in a number of useful ways. For example, parents help in literacy lessons giving very good support especially in the junior class. The most impressive example of parent involvement was the amazing 'Ground Force' weekend when three quarters of families turned out to transform a patch of redundant land into the well-loved spiritual garden. Parents talk glowingly and with obvious pride of the part they played in its production and the whole community helped to produce the garden at a very low cost. The Friends of Burnt Yates School is a very active and hardworking group, raising funds and contributing well to the social life of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The leadership and management of the headteacher are good. He is very enthusiastic and works hard. He identifies key strengths and weaknesses effectively and then works systematically to improve the work of the school. This is raising standards significantly. For example, after a sequence of different acting headteachers, he prioritised the need to improve behaviour and progress in the junior class and then worked systematically to carry this out. The headteacher combines the responsibilities of teaching a class and managing the school efficiently. He works very effectively in partnership with the infant teacher. Their individual strengths complement each other well and there is a very good level of communication and trust between them, which provides a good level of consistency between the two classes. The headteacher sets a clear educational direction in extending

the links between the school and the community, which enriches the curriculum for all pupils. For example, he found a school that was willing to include them in their swimming programme, which has ensured that every pupil has swimming each week. This has had a significant positive impact on standards in swimming throughout the school. Parents appreciate the difference he has made to the work of the school.

45. The leadership of the infant teacher is good. She provided much needed stability through the period of different acting headteachers and initiated several good quality innovations such as assemblies held in the local church. She is an effective co-ordinator and works very hard to improve her areas of responsibility. For example, she completely reorganised the reading scheme books to ensure that pupils developed independence in finding their own books.
46. The leadership and management of the governing body are good. This is an improvement on the previous inspection. During the period of instability between headteachers, they worked hard to maintain confidence in the local community and they took care to appoint a new headteacher who matched the needs of the school well. They have a good understanding of the daily life of the school because many governors work regularly in classes to support teachers. For example, the chair of governors worked with small groups of pupils to make Jewish Latke cakes, which enabled her to talk to pupils in an informal context and find out their views of the school. Governors work closely with the school staff and suggest ways of extending their role. For example, two governors monitored the carrying out of the national tests to ensure procedures were carried out correctly. There is a good partnership between the governor responsible for special educational needs and the headteacher in his role as special educational needs co-ordinator. They have identified the need for developments in the curriculum to match the new government requirements. The governors are now in a good position to extend their work by involvement in the school improvement planning at an earlier stage, in order to gain a deeper understanding of future curricular developments.
47. There is a very good capacity for future improvements because communication is now at a high level and developments are tackled systematically. The school development plan is a well-structured document that provides a clear agenda for improvement. It has well balanced aims, and the targets are measurable and achievable. The costs of the developments are in place and monitoring procedures are identified effectively. The school tackles developments with vigour and enthusiasm and completes the targets well within the scheduled times. This is due to the considerable hard work and time given outside of usual working hours and the very positive attitudes towards changes, which are seen as crucial for giving all pupils a high quality start to their future lives. For example, the beautiful spiritual garden was completed in just one weekend due to the careful organisation of the staff and the large number of parents who supported the project. The headteacher has introduced good systems for monitoring teaching formally, with well-organised written records that are clear in identifying development points. Governors and the infant teacher both use them effectively, and this provides practical targets for improvement. There are plans for the headteacher to work with the local education authority to extend the range of these observations.
48. The school spends its money wisely. Budgets are carefully analysed to ensure that the best value is gained from the available finance. For example, the finance committee, headteacher and secretary worked together very effectively to consider every item within the budget and to reallocate funds in order to save money. Specific grants are used appropriately. The school considers the long-term implications of the small number of pupils very carefully. It ensures that future planning takes account of the possible fluctuations of income. The secretary is highly efficient. In conjunction with the headteacher and infant teacher she ensures that the daily running of the school is carried out smoothly. She establishes well-organised systems for monitoring the budget and

provides regular information for the governors and headteacher, which provides an accurate basis for their financial decisions. Staff use technology well for administration because they are all confident in using different programs which increases the efficiency of the tasks. Performance management systems are securely in place and staff development is considered carefully in order to extend expertise.

49. The quality of accommodation is good. The recent addition of a high quality new classroom and cloakrooms has considerably improved the space for junior pupils and has left the hall free for assemblies, physical education and a meeting place for parents at the beginning and end of school. There is a well-organised and attractive library, which extends pupils reference skills effectively. The production of the spiritual garden has greatly enhanced the outdoor facilities. However, the outdoor play area for the reception pupils is bleak, despite efforts to provide interesting apparatus for their play. The quality of the school field is unsatisfactory because it has poor drainage and has considerable problems with moles. This reduces the opportunities for games in physical education. The school has interesting plans to demolish the swimming pool, which is no longer functional and to extend this area into a study area. However, the funding has yet to be organised for this project. The caretaker is very successful in keeping the buildings immaculately clean, which provides a safe and attractive context for pupils' work. Resources are adequate. There is a good range of fiction books for most pupils but there are not enough books to support some pupils with special educational needs. The school supplements their minimal amount of non-fiction books with the school library service. There are not enough artefacts for all the topics taught in history and the school is aware of this deficiency.
50. Pupils make good progress in the infant class due to the good quality teaching. The very good quality teaching of the headteacher ensures that progress up to Year 5 is very good. This progress also applies to the Year 6 pupils in speaking and listening, mathematics, science and in information and communication technology. Attitudes, behaviour and relationships are very good. Leadership and management are good. The cost per pupil is extremely high. Taking all this into account the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. In order to further extend the very good improvement over the past year the governors, headteacher and staff should:-

(1) accelerate the progress in some aspects of writing by:-

(a) throughout the school

- increasing the emphasis on presentation in all written work;
- implementing the new handwriting scheme;

(b) in the junior class

- widening the range of independent extended writing in English lessons;
- increasing the amount of independent writing in all subjects;
- increasing the amount of homework based on independent writing;
- extending the pupils' written responses to their independent reading;

paragraphs 2, 4, 6, 23, 25, 68, 69

(2) extend assessment procedures in order to raise standards further by:-

- linking assessment more closely to the National Curriculum;
- setting targets more effectively with individuals in marking and discussion to raise pupils' awareness of the level they have achieved and what they need to do next;

paragraphs 24, 40, 70, 77, 82

(3) extend the curriculum for reception children by:-

- extending the choice of activities for independent learning;
- increasing the amount of questioning by adults in group tasks in order to develop children's thinking skills more effectively;
- increasing the proportion of practical activities in lessons;
- improving the quality of the outdoor play area.

paragraphs 17, 19, 20, 53, 56, 58, 60

The governors should include the following weaknesses in their action plan:-

- the annual report to parents does not fulfil statutory requirements;
- governors are not fully involved in school improvement planning.

paragraphs 42, 46

The school has already identified these issues for development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	7	2	2	0	0	0
Percentage	8	59	16	17	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 eight percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	31
Number of full-time pupils known to be eligible for free school meals	2
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	4
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	4
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	2	1	3

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	* ⁴	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (100)	100 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	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	3	6	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	67 (90)	67 (60)	89 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	67 (90)	63 (70)	89 (90)
	National	72 (70)	74 (72)	82 (79)

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

⁴ When there are less than 10 pupils in a year group the results are not published.

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	31
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	14.8
Average class size	15.5

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	31

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000-2001
	£
Total income	99,453
Total expenditure	129,435
Expenditure per pupil	3,807
Balance brought forward from previous year	1,508
Balance carried forward to next year	7,136

Results of the survey of parents and carers

Questionnaire return rate 71%

Number of questionnaires sent out

31

Number of questionnaires returned

22

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	0	0	5
My child is making good progress in school.	36	54	5	0	5
Behaviour in the school is good.	18	77	5	0	0
My child gets the right amount of work to do at home.	32	58	5	5	0
The teaching is good.	77	9	9	0	5
I am kept well informed about how my child is getting on.	55	26	9	5	5
I would feel comfortable about approaching the school with questions or a problem.	91	9	0	0	0
The school expects my child to work hard and achieve his or her best.	86	0	9	0	5
The school works closely with parents.	68	17	5	5	5
The school is well led and managed.	68	22	0	5	5
The school is helping my child become mature and responsible.	59	31	0	5	5
The school provides an interesting range of activities outside lessons.	68	22	5	5	0

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

52. Children enter reception in the year they are five and work in the same class as the Years 1 and 2 pupils. At the time of the inspection there were two children in the reception age group. Attainment on entry to the school is above average but varies from year to year because each year group only has a small number of pupils. In some years there is a wide variety of attainment among the children.
53. Children make good progress in basic skills because the teacher has very good systems to support their development so that their learning builds systematically on previous skills. Children work hard to match the older pupils' work and the majority of lessons are organised effectively to meet the children's specific needs. Standards in most aspects of personal, social and emotional development are on line to be above the expected level by the end of the year, but there are not enough opportunities for children to make choices for independent learning, which reduces their confidence in trying new ideas or initiating activities. Children's attainment is on track to be above the expected level in language and literacy by the end of the year. However, in some lessons the balance of activities does not include enough opportunities for practical activities to develop language for thinking, which slows the pace of the children's work rate and reduces development of their communication skills. Standards are on line to be above the expected level by the end of the year in mathematical and creative development and in their knowledge and understanding of the world. Standards are above the expected level in physical development in some aspects of movement. However, children are unable to use the outdoor play area because of safety reasons and they are not on line to develop skills expected from using a variety of equipment independently outdoors. There has been an improvement in standards and teaching since the previous inspection.

Personal, social and emotional development

54. Teaching is good in supporting children to make relationships and behaving well. The teacher provides a very good model of caring for each child in her class and emphasises the importance to children of looking after each other and sharing resources. The older pupils in the class are keen to support the younger children, who respond well to the older pupils' attention. The teacher plans different activities to match the children's academic needs. For example, she planned different activities for reception children in a lesson based on information and communication technology. However, although there is a range of activities suitable for reception children around the classroom, children do not get enough time to choose these activities for themselves, or to organise their time independently.

Communication, language and literacy

55. Overall teaching is satisfactory. It is good in developing basic skills of language and literacy. Children develop great confidence in tackling new words through sounding out the letters and making sensible guesses using clues from the pictures. This is because the teacher ensures each child has individual support from a variety of adults to develop these skills. She keeps careful records of their progress. Children have very positive attitudes towards their reading, taking their reading books home regularly and expecting adults to write in their reading diaries. However, they do not expect to use books around the classroom because they are not encouraged to do this. Nor are they given enough time to develop the skills of selecting books for themselves confidently outside the reading scheme. Children write with enthusiasm because they are given regular opportunities to write about events that matter to them, such as going to parties or playing with a new toy. Although there are role play areas in the classroom, children do not have enough opportunities to use these facilities, which restricts their communication skills.

Mathematical development

56. Teaching is satisfactory overall. It is very good when the teacher works with children in a pair and extends their mathematical thinking. For example, children solved a series of mathematical problems well above the expected level when the teacher gave them challenging tasks of arranging ladybirds on a number line and sorting teddies into different boxes. However, the written tasks are sometimes inappropriate and there are not enough independent practical mathematical activities provided for children to choose for themselves.

Knowledge and understanding of the world

57. Teaching is good. This aspect of the curriculum is covered thoroughly because the teacher matches her planning for the older pupils' National Curriculum work very carefully with the tasks for the curriculum for the reception children. Children greatly benefit from the whole class sessions because the teacher ensures they understand the content of the lesson and provides well-focussed questions to support their learning. Children enjoy simple investigations. They develop a good sense of time and place and a very good understanding of cultures and beliefs. For example, they thoroughly enjoyed their visit to Ripon Cathedral and remembered many aspects of their visit. Children develop a high level of confidence on computers because they have regular opportunities to develop their skills.

Physical development

58. Teaching overall is satisfactory. It is good in ensuring children develop skills of moving safely and with control and co-ordination in the formal context of a physical education lesson. Children make excellent progress in swimming because they receive weekly lessons, with a high level of adult support to focus on their individual needs. Children handle pencils and paint brushes confidently, but they do not have enough opportunities to handle a range of different tools or construction apparatus. They do not have free access to the outdoor play area, which reduces their progress in imaginative play with large apparatus.

Creative development

59. Teaching is good. Children have regular opportunities to develop skills of painting and they produce delicate pictures, with confident use of colour through mixing their own shades. For example, they used a range of purples, blues and green in swirls of colour in the style of Van Gogh's painting of irises. They handle clay confidently and enjoy decorating it with different textures. Children enjoy listening to music. For example at the end of a physical education lesson they lay quietly in response to the gentle beats of an American chant. Pupils greatly benefit from the work of the older pupils around them in understanding how to develop their creative skills.
60. The teacher uses a range of adults well to organise the class to allow her to work with reception children. The work she carries out in these sessions is of very good quality. For example, when investigating communication technology, the children experimented with the intercom for entering the building and were fascinated when they heard the teacher's voice coming from the loudspeaker. The teacher also organises adults well to support reception children when she is working with the older pupils. However, in some cases the adults' level of questioning does not extend children's thinking effectively. The teacher organises her class well to balance the needs of the reception children and the older pupils. However, at times the balance becomes too formal and children do not have enough opportunities to organise their own work or to carry out independent play.

ENGLISH

61. Standards have improved since the previous inspection. This is due to the significant improvement in the quality of teaching, which is now very good in both classes and has a significant impact on pupils' progress. Another important contribution to the improvement is the effectiveness of the co-ordinator, who came to work in the school after it was last inspected.
62. Standards in speaking and listening are above expectations throughout the school. This is due to the following strengths:-
- teachers honour pupils' spoken contributions and give them time to complete extended answers both in whole class sessions and in independent work;
 - teachers provide good quality follow up questions to support pupils when they are struggling to express their thoughts in words;
 - teachers insist that pupils listen carefully to each other's contributions and often expect them to respond to those ideas;
 - many opportunities are provided for pupils to work in pairs or small groups to complete tasks which require negotiation;
 - pupils' personal responses are valued and teachers encourage them to identify how new learning relates to their own circumstances;
 - teachers use the mixed age groups to good advantage and younger pupils listen carefully to older pupils;
 - adults are used successfully in small group or individual interactions to discuss the work being carried out.
63. By Year 2 pupils listen carefully across a range of different contexts from individual discussions about what they are reading to the formal context of the assemblies held in church. They are keen to contribute to discussions because they receive considerable encouragement and praise from the teacher. Governors and parents regularly provide valuable additional support for developing speaking and listening skills. For example, the chair of governors discussed the recipes for Jewish Latke cakes and then used a good range of questions with individuals whilst the pupils were making the cakes.
64. By Year 6 pupils have a high level of confidence when they are speaking and use considerable detail when they are explaining ideas or expressing opinions. The National Literacy Strategy is managed very effectively in the junior class with different texts used for Years 5 and 6 than for Years 3 and 4. The match of these key texts to the pupils' interests ensures that they have the confidence to offer personal responses and to discuss key features from the texts. The quality of the whole class discussion is very good in the junior class, both in English lessons and in other subjects. The personal, health, social and emotional education programme provides high quality opportunities for pupils to develop speaking and listening skills because they are well organised and use topics that interest pupils. Assemblies also provide excellent opportunities for pupils to speak because the teachers combine their own explanations and stories with a range of perceptive questions to the whole school or to individuals.
65. The co-ordinator has worked hard to reorganise the school's reading books in order to provide a carefully structured resource to support pupils' development of skills. This ensures that there is a smooth progression between the infant and junior class because pupils have gained confidence in the way books are organised. The co-ordinator has also worked hard to produce an attractive library. Pupils enjoy using this facility and expect to use it formally every week. This has had a very positive impact on pupils' confidence in using non-fiction texts for research.
66. Standards in reading in Year 2 are above average because the teacher very effectively combines the teaching of basic skills in the literacy session with high quality individual support. Pupils enjoy reading and expect to read regularly at home to develop their skills.

They read fluently and with great expression, using different voices for different characters' speech. Pupils discuss their preferences of authors or stories confidently. For example, a pupil discussed the characteristics of Charlie from 'Charlie and The Chocolate Factory' using key incidents in the plot. Pupils are equally confident when reading non-fiction because they get regular opportunities to read these texts either during lessons and take non-fiction texts home alongside their books from the reading scheme. They use non-fiction books correctly, moving confidently between contents pages and indexes because they have learnt these skills in the literacy sessions.

67. Standards of reading are below average in Year 6. This is due to the sequence of different teachers that these pupils have had since they moved into this class. They have not benefited from the reorganisation of the reading books and do not have positive attitudes towards reading. They discuss different authors, but not at the expected level. They work more confidently with non-fiction texts because they get regular opportunities to use these texts for reference in other subjects. They use the Internet and CD ROMs confidently to find different information for projects. Pupils in Year 5 have not been as disadvantaged as the Year 6 pupils and their attainment is above average. These pupils have responded well to the new headteacher and thoroughly enjoy reading. They are very willing to discuss favourite authors and discuss the characters and plot in detail using technical terms correctly. For example, a pupil explained what an anticlimax was by referring to a text where a stranger appeared unexpectedly, which the author had led the reader to believe was a ghost. The Year 4 pupils benefited from working with the current infant teacher where they developed basic skills. They then extended their skills to analysing the content of their reading in the junior class. Standards in this year group are well above average. Gifted and talented pupils fulfil their potential because the headteacher challenges them to reach higher standards and ensures that their personal reading is well matched to their needs. The headteacher has an obvious love of literature that he transmits very effectively in literacy sessions and pupils concentrate very hard to try to keep up with his stream of questions. He chooses key texts very carefully to provide a balance across different styles of books and his very good subject knowledge allows him to vary his teaching approach according to the pupils' responses. From Year 3 to Year 5 pupils read a wide range of books very regularly because they are expected to read every evening as part of their homework. They record their responses in simple reviews and this could now usefully be extended to independent written records of their views of the books they have read. Pupils with special educational needs in these year groups make good progress in reading because they are given individual support to develop their skills systematically.
68. Standards in writing are above average in Year 2 because pupils receive a well-balanced range of work not just in English but in other lessons too. The teacher provides many different styles of writing for pupils to develop independent skills. Traditional tales are used very effectively to provide a structure for pupils to write a story with a beginning, middle and an end. For example, pupils retold the story of 'The Three Little Pigs' and 'Wake up Little Bear'. The teacher ensures that pupils develop skills in writing poetry using their own feelings and in writing non-fiction on a regular basis. For example, a pupil wrote, 'My private place is very special, but not as special as my mummy'. Pupils develop a very lively style of writing about their personal experiences because they get regular opportunities to do this at the beginning of each day. The teacher creates a personal dialogue with every pupil by writing a response to each piece of work, which motivates pupils to work hard to communicate their experiences. For example, a pupil wrote, 'We got a new computer, yippee'. Pupils develop a high level of confidence in writing straight onto computers because the teacher plans this into every literacy session. Pupils have a good understanding of grammar and spelling and use them confidently in their independent work. This understanding comes from regular opportunities to develop these skills in literacy sessions and for homework. Handwriting is above average when pupils are concentrating on practising their letter formation. However, when they are not concentrating solely on forming letters, their style deteriorates considerably, with few gaps

left between words because they do not pay enough attention to this aspect of their work. The co-ordinator has already identified this weakness and has a new handwriting scheme that is ready to be put in place.

69. Writing in Year 6 is below average for the same reason as the low standards in reading. These pupils have not received a systematic programme of work to develop their skills. Handwriting, spelling and grammar are all below average and pupils show a lack of confidence when producing a piece of work independently. Standards in Year 5 are at the expected level for their age, with some pupils using language imaginatively. For example, a pupil wrote, 'The moon is like a smile that makes the world worthwhile'. In Year 4 standards are above average with pupils using interesting vocabulary in their stories and using spelling and grammar confidently. Pupils receive regular work to extend their grammar and spelling. However, the handwriting development is similar to that in the infant class. Pupils produce well-formed writing when they are practising in special books, but they do not transfer this to their other work. They do not have a pride in the presentation of their work because this is not emphasised enough at the beginning of independent writing tasks. Pupils produce some independent writing during literacy sessions but the range is not wide enough to extend their skills across different styles of writing. They do not produce independent writing consistently in other subjects. For example, they have interesting projects in history, such as writing to persuade Roman civilians to join the army, but in geography their written work is restricted. Opportunities are missed for pupils to produce extended pieces of writing over time or to develop these skills as part of homework projects.
70. Teachers keep a range of different records for monitoring pupils' progress. These systems are not related closely enough to the National Curriculum levels in order to identify progress in relation to national tests. Teachers mark pupils' work regularly and always identify the strengths of the work. However, pupils are not given enough guidance of specific targets for future learning, or a clear understanding of what they have achieved across the different skills in English.
71. The school is now in a good position to raise standards even further because both teachers are keen to improve the quality and range of the English curriculum and they are both determined to consolidate their strengths and tackle any weaknesses.

MATHEMATICS

72. By the end of Year 2, pupils' attainment in mathematics matches the level expected for their age. This judgement matches the findings of the previous inspection. By the end of Year 6, pupils' attainment is above what is expected for their age. This is an improvement since the previous inspection.
73. Teaching is very good and both teachers having a strong, shared commitment to raising standards, followed by a period of staff change and uncertainty. They are particularly sensitive to the needs of individual pupils and there are no significant variations in the progress of pupils of different ability, gender or background. A strong emphasis is placed on teaching mental calculation at the beginning of each lesson. Investigative work and booster lessons provide additional support to further raise standards. Additional emphasis is also being given to the identification and support of gifted and talented pupils so that they too make good progress. Parents are pleased with the school's provision for their children.
74. Year 1 pupils participate readily in a range of activities including number games. They are learning to add and subtract within at least 20, and count backwards and forwards in one's and two's. They recognise odd and even numbers and are learning to tell the time using analogue and digital clocks. They recognise simple two-dimensional shapes. By the end of Year 2, pupils work with larger numbers. They count on in jumps of 200 and the higher

attaining pupils know that ten hundred is the same as one thousand. They were observed learning to calculate the passage of time. They discussed confidently how long a train journey would take, adding and subtracting the hours with ease. Pupils' understanding of the passage of time was clearly illustrated when the teacher offered an example of time spent on her shopping. One pupil responded, after calculating this, 'You took a long time!' In this lesson, pupils not only were learning more about number and time, but were developing their speaking and listening skills well and so making effective gains in their learning. More able pupils understood the terms 'p.m.' and 'a.m.' and could calculate the hours between 6 p.m. and 2 a.m. with confidence and pride. Scrutiny of pupils' earlier work indicates that they are familiar with two-dimensional shapes and non-standard and standard measures such as metre and centimetre. The classroom assistant and other adults provide sound support and this has a positive effect on pupils' learning. They enjoy their work and all make steady progress.

75. Pupils in Years 3 to 6 build very well on this progress and apply their understanding to solve a good range of increasingly demanding problems. Year 3 pupils learn that division is repeated subtraction. They collect and extract information from graphs and talk confidently about their results. In a real-life problem-solving activity, pupils in Years 5 and 6 examined some euros and shared a lively discussion about them. They converted examples of foreign currency into pounds and successfully recorded their results in an organised way. The class assistant provided positive support so that they were able to make good gains in their learning. In Year 4, pupils work on the same activities, carefully pitched to match the differing levels of ability. Scrutiny of earlier work reveals that these pupils work with the four rules of number, know about consecutive numbers, and understand decimals and fractions. They plot co-ordinates of numbers with confidence and create bar graphs to calculate, for example, the amount of crisps sold. They interpret their findings sensibly and accurately. Pupils in Years 5 and 6 build on these skills further and make good progress. They waste no time during the lesson as they too solve the same problem in a more complicated way. This challenges their knowledge of the four rules of number and they use this to successfully convert foreign currency to pounds. They apply themselves enthusiastically to their tasks, are attentive and work conscientiously and so make good progress. The teacher's good planning of practical activities, such as these tasks, challenges and motivates pupils of all abilities and enables them to practise their skills in realistic situations. All pupils from Years 3 to 6 are given opportunities to work independently and to share their knowledge and understanding with each other. The teacher's very good use of praise and encouragement has a strong positive effect on their learning because it makes pupils feel confident so that they enjoy their mathematics. Samples of earlier work reveal that pupils have worked with a wide range of problems to develop their skills in working with number. They calculate percentages and discounts, work with co-ordinates in four quadrants, use negative numbers and are familiar with the properties of two and three-dimensional shapes. They present data on a variety of types of graphs, elicit relevant information from these and record their findings accurately. Similar work is well matched to the needs of the lower and higher attaining pupils so that they too make good progress. Pupils with special educational needs make steady progress within the targets set for them.
76. Teachers plan well for the differing abilities of pupils in their mixed age classes. Classroom assistants and other adults support teachers very effectively. Both teachers fire their pupils with interest so that they want to work. Relationships between pupils and their teachers are very good. The teachers have high expectations of standards of work and of behaviour and use their very good subject knowledge and questioning skills well to confirm their assessment of pupils' understanding. They make very good provision for pupils' speaking and listening skills. For example, in the younger class, the teacher asked, 'Who knows some time words?' This brought eager responses such as 'o'clock', 'past', 'day' and 'seconds' and then when prompted further 'decade', 'century' and 'millennium'! Experiences such as these develop pupils' speaking and listening skills very well. Proper

habits of work are clearly established and developed so that Year 6 pupils work with confidence and maturity. To raise standards further, the headteacher uses one lesson each week to extend pupils' mathematical, speaking and listening skills in working in a problem-solving way. Teachers mark their pupils' work regularly, but the quality is inconsistent. It does not always inform pupils of what they have achieved and what they need to do next to improve their work. The management of lessons is very good and pupils are kept on task throughout. In both classes, teachers bring their pupils together at the end of a task for a worthwhile review of what has been achieved. They use this opportunity well to praise pupils' efforts and to boost their confidence so that they are most enthusiastic in their lessons.

77. The headteacher who is the co-ordinator, has a clear overview of the subject and of pupils' attainment throughout the school. Both teachers apply the National Numeracy Strategy effectively. They use a wide variety of assessment procedures to measure pupils' attainment and these are used to track progress. However, these are not yet sufficiently closely linked to the National Curriculum levels to more accurately measure pupils' standards. Numeracy is used most effectively to support work in other subjects such as information and communication technology and geography.

SCIENCE

78. The current headteacher has worked very hard to raise standards in science both in his role as co-ordinator and in his teaching of the junior class. In the 2001 national tests pupils' standards rose considerably. The inspection confirms this improvement in the current standards in Year 6. The 2001 assessment for pupils aged seven shows attainment as above average and the inspection confirms those standards with the current Year 2 pupils.
79. In Year 1 and Year 2, pupils learn that pushes and pulls are examples of forces and exemplify this very well in their experiments on finding out how far their buggy will travel down a ramp on a variety of different surfaces. Scrutiny of earlier work reveals that pupils understand that a circuit has to be complete for a bulb to light when connected to a battery. They have studied a variety of objects to confirm their findings, such as a telescope, a clock and spinners. One of their design and technology displays also shows their understanding of force. They have made their own spinners, taken them outdoors and watched them being blown by the wind. One pupil has written beneath his model, 'They all blew the same way'. They have drawn comparisons between light and dark and noticed, 'In the pitch black you cannot see'. By the end of Year 2, pupils try to predict the outcome of their experiment and know the importance of a fair test. They confirm this by ensuring that their buggy always begins at the same spot. They make very good use of their numeracy skills as they measure the distance travelled in metres and half metres. They develop their speaking and listening skills well as they talk enthusiastically about their work and are proud of what they do. As a result, they make very good gains in their learning.
80. From Year 3 onwards, examination of previous work reveals that pupils have enjoyed a good balance of activities across the science curriculum and make very good progress. For example, they have a good understanding of the habitat of animals and plants, have grown seeds and considered the conditions that affect growth and development. They have established good links with other subjects such as music and mathematics. They have studied the vibration of the strings of different types of musical instruments. They have learned about the pull of gravity - that the size of a parachute affects how quickly it will fall. 'It will fall more slowly if it is bigger because it collects more air'. One Year 5 pupil has learned and written, 'Gravity pulls a spinner to the ground. Friction is trying to stop it'. By the end of Year 6, pupils record their findings systematically. They employ a variety of methods such as graphs, charts and very clearly written explanations, thus making good use of their literacy skills. In the lesson observed, pupils learned to identify those factors that affect how quickly a solid dissolves. They clearly demonstrated their developing

knowledge of scientific vocabulary by using words such as 'particles', 'temperature' and 'variable'. They offered sensible reasons why they thought that granulated sugar would dissolve more swiftly than a sugar lump. This was a classroom buzzing with activity and interest. All pupils worked hard and shared resources most amicably. Higher attaining pupils helped others who needed support and all were infused with enthusiasm. As a result, all pupils, including those with special educational needs, made excellent progress. This had a very positive impact on their personal, social development.

81. The quality of teaching and learning is very good overall with excellent features in the junior class. Teachers use scientific vocabulary confidently and explain the underlying ideas in a way that pupils understand. This gives authority and clarity to their teaching. It adds considerably to the quality of Year 6 pupils' learning when they consider the importance of variables when planning and conducting an experiment. There is sound evidence that teachers plan investigative and experimental work. For example, pupils' files contain examples of investigations into magnetism and patterns of magnetic attraction. There are also records of similar investigation into forces, gravity and friction. This way of working makes pupils more responsible for their own work and so contributes to their personal development as well as to their scientific understanding. The very good features of lessons in all age groups are:

- teachers' very good subject knowledge which they share so well with their pupils;
- very clear objectives for what pupils learn;
- high expectations of pupils' behaviour, standards of work and use of time;
- teachers' very clear explanations that ensure pupils know what to do;
- good levels of practical and investigative tasks that promote pupils' skills in scientific enquiry;
- the encouragement for pupils to use scientific terminology correctly;
- the evident excellent relationships between adults and pupils that support the climate for learning.

82. The weaker features are:

- marking of pupils' work to inform them of what they have achieved and what they need to do next to improve;
- assessment is not related closely enough to the National Curriculum levels to compare pupils' standards with national expectations.

ART AND DESIGN

83. By the end of Year 2, pupils' attain standards above expectations for their age because the teacher provides regular opportunities for them to develop skills and an appreciation of different artists' work. This is an improvement on the previous inspection. Standards of Year 6 pupils are at the expected level.

84. Pupils in Years 1 and 2 use a very wide range of materials with confidence and sensitivity. For example, they have drawn and painted a vase of yellow flowers in delicate shades with large, powerful heads contrasting dramatically with the fragility of the bent stems in the vase of water. Their skills in colour mixing are also very evident in their interpretation of Van Gogh's 'Irises'. Pupils have used the immediate environment to produce animated drawings of builders working on the school wall. Their bold sketches clearly define some of the workers' tools. Their large pictures of a caterpillar moving earth with a huge, black digger illustrate their very well developed observational skills. The teacher makes very good links with other subjects such as geography, history and information and communication technology. For example, in their topic on homes, pupils have created memory maps on how to get to school with clearly defined lines to illustrate roads running through houses and streets. Pupils use their computer skills well. For example, they

emulated the style of a Mondrian painting, incorporating colour and line effectively. Their three-dimensional work is of a very good standard. For example, they have successfully made clay tiles and imprinted these with a variety of designs with a surface of charcoal to create a textured effect. Pupils use art sensitively in other subjects because the teacher emphasises this aspect of their work well. For example, in science pupils drew sketches of themselves, blown by the strong winds, with hair on end and a caption beneath, 'Can you feel the force?' As a result of these rich spiritual and cultural experiences, all pupils make very good gains in their learning.

85. As they move through the school, pupils build on these rich experiences and develop these skills satisfactorily. There are satisfactory links made with other subjects, such as religious education and history. For example, pupils produce colourful portraits of Tudor monarchs. Their understanding of the use of perspective is clearly illustrated in their sketches of the corner of the classroom with satisfactory attempts at shading. Their powerful, finely detailed pencil sketches of hands and fingers are realistic and illustrate their development of close observational skills. They have studied the lives and works of famous artists such as William Morris, Kandinsky and Lowry. In a discussion with a group of Year 6 pupils, one recalled that she was not fond of Lowry's work because, "It lacks detail. It's usually brown, black and red!" Outside their classroom is a fine display of their interpretation of line drawing and use of colour from one of Kandinsky's paintings on the theme of the life of Jesus. However, there is no evidence of three-dimensional work at present. They use their computer skills well to produce, for example, colourful, symmetrical pictures and images. They make good use of the immediate environment to sketch, for instance, the local church and flowers from their prayer garden. It is clear from talking to pupils and looking at their work that they enjoy their art lessons and so make steady progress.
86. Teaching is good in the infant class and satisfactory in the junior class. Key strengths include:
- very good subject knowledge ;
 - high expectations of pupils to produce their best so that they make the progress that they should;
 - activities that cater for the full range of ages and attainment in the classes;
 - very effective use of the local environment to stimulate pupils' imagination and observational skills;
 - a wide range of resources so that pupils have a rich experience in a range of tools and techniques.

DESIGN AND TECHNOLOGY

87. By the end of Year 2, pupils' attainment is above the standard expected for their age because teaching is good and pupils receive regular opportunities to follow through the whole design process. By the end of Year 6, pupils' attainment is below the standard expected for their age because they do not spend enough time on this subject to develop the expected level of skills.
88. Infant pupils make very good progress in developing their design and technology skills. They develop a good range of skills through working at different projects. For example, they make Easter pop-up cards, using a variety of materials, such as card, glue and scissors and decorate them with great care. They have a good understanding of the design process because the teacher ensures that they follow it through the different projects. For example, pupils created a multi-coloured Joseph's dream coat, which they carefully designed. They selected colours in their design and made good use of their computer skills to improve it, using a paint program to provide the appropriate colours. They copied their design to make their coats, chose materials with great care, sewed the parts carefully together and glued on sequins to enhance its appearance. The teacher

provides effective links with science. For example, pupils made a buggy from a variety of materials to use in their science topic on forces. They understand how to record their ideas as plans and designs. They use simple formats correctly that guide them through each process so that they accurately record the progress that they have made as their ideas develop. In a discussion with a group of Year 2 pupils, they clearly explained what they had learned. They knew that they had done well because, 'The wheels go round and we tested it on the ramp'. They understood the need for a fair test so that 'everything is the same'. Pupils have a good understanding of healthy eating because they learn about this when they carry out different food projects. This is illustrated well in their drawings of the local supermarket, filled with shelves of food. They make very good use of their numeracy skills. For example, they purchased their ingredients to make themselves a healthy dinner. All pupils stated that they enjoyed their lessons, were proud to share their work with adults and so they make very good progress in developing their designing and making skills.

89. Year 6 pupils understand how to plan and design models but at a lower level than expected for their age. They realise that by labelling their plans they can refer to them later. They use a satisfactory range of materials such as glue and hacksaws and are well aware of the need to use these sensibly. Pupils produce appropriately labelled plans. For example, they designed a model of a shelter for their swimming pool area. Pupils developed a very good understanding of the problems of designing through their work in planning the spiritual garden in the front of the school. However, the focus for this year has been on the development of their skills in art and design and pupils have not developed their skills systematically in this class due to the changes in staffing. As a result, they have had little opportunity to further develop their skills in design and technology.
90. Teaching is good in the infants class and unsatisfactory in the junior class because the curriculum is not planned to allow enough time for pupils to develop the expected level of skills and understanding. The strengths in the infant class teaching are:
- very good subject knowledge shared well with pupils so that they make very good progress;
 - high expectations of standards of work so that pupils are proud of their results;
 - a wide variety of challenging activities that cater for the full range of ages and attainment in the class;
 - a wide range of resources so that pupils have a rich experience in designing and making;
 - opportunities for numeracy and literacy skills to be developed;
 - very good links with other subjects such as science, information and communication technology and art.

GEOGRAPHY

91. Standards in Year 2 are at the expected level and teaching is satisfactory. Geographical work is linked carefully with other topics. For example, pupils learnt about the characteristics of islands through the story of 'Katy Morag'. This understanding was further enhanced through the construction of lighthouses in design and technology when pupils used the story of the 'Lighthouse Keeper's Lunch' to develop understanding of different localities. This use of stories develops literacy skills well. The learning gained from work in school is complemented well by visits out of school. For example, pupils visited Ripon Cathedral and their writing shows how well they understood the features of the location of the cathedral. Pupils contrast their understanding of different localities with their knowledge of local geography because the teacher provides interesting tasks that are based on their own experiences. For example, pupils identified their routes to school and then drew simple plan drawings to communicate this understanding. Pupils develop simple geographical observational skills through projects such as their work in identifying the characteristics of their own homes and their reproduction in simple models.
92. Standards in Year 6 are well below expectations. Teaching is unsatisfactory because expectations are too low. The focus this term has been on history and pupils have not yet been taught enough about geography to compensate for the lack of development of their skills in previous years. Pupils have a simple understanding of rivers but they do not remember the technical terms. The quality of their diagrams is below expectations and opportunities are missed to develop independent writing in this subject. Pupils understand the purpose of atlases but lack confidence in using them as a geographical reference source.
93. The school is involved in a very good link with the National Trust in their guardianship of Brimham Rocks. This is a long-term project and pupils are proud to be associated with this property. This link is effectively developing understanding of environmental issues and good skills of citizenship. For example, infant pupils all planted acorns to extend the trees on the site.

HISTORY

94. Standards in Year 2 and in Year 6 are at the expected level. Teaching is satisfactory in the infant class and very good in the junior class where pupils' progress has accelerated considerably. This has ensured that the Year 5 pupils' attainment is above the expected level and the Year 4 pupils' attainment is well above expectations. This is an improvement on the previous inspection.
95. Pupils in the infant class have a simple understanding of chronology because they carry out investigations into their own lives from their birth to the present day. They compare their own favourite toy with toys from the past because the teacher provides genuinely old toys to allow this comparison. Visits to local museums provide good opportunities for them to answer questions about the past.
96. Pupils in Year 6 confidently relate their experiences of historical sites to wider historical understanding. For example, they identify the characteristics of Roman soldiers from a visit to the Roman Wall and the Vindolanda museum. Pupils in Year 5 have a good understanding of the role of archaeology in extending historical knowledge and Year 4 pupils use sophisticated historical language to express what they know. Pupils cover historical periods in depth and confidently transfer their understanding of particular civilisations to other historical contexts. For example, in an analysis of Roman customs, pupils used examples of Greek culture to explain differences in customs. Pupils have good skills of historical enquiry and compare different sources of information well because the teacher provides a very good range of sources. For example, when producing a

presentation about Roman soldiers, pupils were provided with CD ROMs, Internet access and a range of reference books and pamphlets as sources of information. Pupils are very enthusiastic about history because the teacher brings the subject alive with his considerable subject knowledge. He creates very effective opportunities for awe and wonder through the carefully prepared use of artefacts. For example, pupils gasped when he showed them some genuine Roman coins and were amazed that something so old could be in their own classroom. Pupils with special educational needs make very good progress because tasks are carried out in mixed age grouping and everyone's contributions are valued. Speaking and listening skills and computer skills are developed very effectively because pupils are expected to present their findings formally to the rest of the class, with some pupils using multimedia presentations to support their presentations.

97. Teachers use visits in the local area and further afield very effectively to extend pupils' understanding and to give them personal experiences for developing historical skills. There are not enough historical artefacts to support all the history topics that need to be taught. The school is aware of this and plans to extend these resources as the teachers prepare for each new topic.

INFORMATION AND COMMUNICATION TECHNOLOGY

98. Standards in Year 2 and Year 6 are above expectations because teaching is very good. This is a considerable improvement on the previous inspection where standards were below expectations in both age groups.
99. The reasons for this significant improvement are as follows:
- both the teachers have good subject knowledge;
 - teachers plan carefully to ensure that pupils receive a balanced programme of work;
 - teachers teach basic skills thoroughly and then provide interesting tasks to consolidate those skills;
 - teachers organise pupils carefully to use computers regularly in all subjects;
 - additional adults are used very effectively to support individuals and groups;
 - the co-ordinator monitors teaching and provides focussed development points.
100. In Years 1 and 2 pupils use word processing confidently because whenever there are writing tasks, the teacher organises a year group to produce their work on computers. For example, in a literacy lesson, the teacher had provided a page on screen using digital photographs of pupils in the class. The Year 2 pupils wrote their own text in the text boxes, the resulting work was printed and then included in the non-fiction 'big book' being used that week. Pupils use paint programs confidently, combining free line drawings with regular shapes and imported pictures. They use the facilities of the graphics software confidently, using the flood technique to fill in different parts of the pictures. They combine these pictures effectively with text, considering the final product carefully. For example, as part of a science project the pupils produced posters that were displayed around the school. The posters were based on forces to warn the rest of the school about possible hazards and included warnings such as not running in corridors with the words 'Beware The Force! Don't Run!' Pupils find their own files and print out their work confidently because they are expected to do this at the beginning and end of sessions. Pupils work on the Internet confidently and are given very good support and interesting tasks for research. For example, pupils decided to make Latke cakes to celebrate a Jewish festival and used a search engine to find several recipes, which were then used to make the cakes. Parents who come into school to help are used very effectively to extend pupils' skills because they are well briefed by the teacher and have a good level of expertise themselves. For example, Year 2 pupils worked steadily on the Internet with a parent learning how to decide what websites were interesting. This concentrated group work extends the pupils'

speaking and listening skills very effectively because there is a clear purpose for the communication.

101. The very good foundation of skills built in the infant class is now extended very effectively in the junior class. These pupils receive a high level of challenge from the headteacher, who provides interesting tasks, with high profile audiences for the final product. For example, pupils are all working on multimedia presentations, which they will then present to a group of representatives from business. Pupils have a good knowledge of the different facilities within 'PowerPoint' and consider carefully the best effect to use to communicate their content. Pupils with special educational needs make particularly good progress in this work because they enjoy the different challenge of using different effects.
102. Pupils use computers efficiently for carrying out research because the headteacher gives them very clear rules for this work. Pupils expect to use the Internet efficiently in order to find out information and then return to their main task. This is organised particularly well in history. For example, pupils found out specific information from CD ROMs and the Internet for their presentation on the Romans. Pupils understand the advantages of using spreadsheets because they use them for real projects. For example, they carried out the preparation for a class party by costing the ingredients needed on the spreadsheet before they bought the food. They are equally confident in understanding the use of databases. They enjoyed finding information about rainfall in different years on the Internet, entering this data onto a database and then producing graphs to compare the statistics. These activities support the development of numeracy very effectively.
103. Pupils have very positive attitudes towards their work because teachers provide work that is well matched to their needs and is relevant to their personal experiences. Pupils co-operate very well when using computers, sharing the use of the keyboard and supporting each other well. They expect to organise each other in carrying out the different aspects of the tasks. They develop very good skills of independence because teachers expect them to work steadily until the work is completed. For example, in the infant class Year 1 pupils worked very hard with no input from the teacher because they were totally involved in their tasks. Behaviour is very good because the teachers have high expectations of each individual's personal responsibility to each other and the rest of the class.
104. The co-ordinator monitors progress carefully and has clear long-term plans for continuing to improve resources. The quality of her written monitoring of teaching is very good with clear areas identified for improvement.

MUSIC

105. By the end of Year 2 and Year 6, all pupils, including those with special educational needs, make satisfactory progress and attain the expected standards. Teaching is satisfactory in both classes.
106. Infant pupils talk enthusiastically about their music lessons. They recall that they listen to various percussion instruments such as triangles, drums and the keyboard. They have simple recorder playing skills and often sing with their class teacher. They know how to make sounds and simple rhythmic patterns to a story. They chose appropriate instruments to represent the sound from a limited range of percussion instruments. More able pupils understand the musical signs for loud and soft. For example, a pupil carefully drew the shape in the air to illustrate her understanding of these characteristics. The specialist music teacher provides good opportunities to listen to pieces of music and represent sound in different ways, for example 'Snowflakes are dancing' by Debussy. Pupils develop good skills of responding to different moods and effects. This has a positive effect on their learning.

107. As they move through the school, pupils further develop their compositional skills by composing a piece of music to describe a picture. They 'paint' pictures of sounds and create a range of textures that combine to make a sound picture. They learn about musical vocabulary such as 'tempo', 'dynamics', 'rhythm' and 'pitch'. They experiment with tuned instruments, putting two or three sounds together to make 'a good sound' and develop a short sequence. They learn about the works of various composers such as 'Peer Gynt' by Grieg. They contrast their music to that of recognised composers, for example, Strauss. As a result, they develop a critical awareness of the works of famous composers. They enjoy listening to music. For example, pupils enjoyed Chinese music, because of its 'busy rhythm and use of lots of instruments'.
108. Music is well taught by a visiting music specialist. There are regular opportunities for pupils to learn to play, for example, the violin, guitar and recorders. Good use is made of recorded music for assemblies and this supports pupils' hymn-singing well. In assemblies, they sing tunefully, clearly and in harmony. The school includes musical performances in special festivals which further enhance pupils' personal, spiritual, social and cultural development.

PHYSICAL EDUCATION

109. Standards of pupils in Year 2 are at the expected level except in swimming where attainment is above the expected level. It is not possible to make a judgement of the teaching or standards of Year 6 pupils except in swimming where attainment is above the expected level. Teaching is good in the infant class and standards of these pupils are higher than during the previous inspection. The new headteacher has made considerable improvements since he took up his appointment. He has good subject knowledge and is a qualified coach for rugby, football and swimming. He has extended the range of physical education very effectively, both through the use of his expertise during lessons and in the increase in extra-curricular activities.
110. Year 2 pupils make satisfactory progress in gymnastics. They develop their skills in carrying out different movements because lessons are carefully structured to build on what they learned previously and the teacher reminds them of their progress from previous lessons. Pupils have a good level of delicacy in creating sequences because the teacher emphasises this aspect effectively. For example, pupils produced elegant bunny hops with hardly a sound when moving in a circle. They transfer skills from floorwork to apparatus work effectively because lessons are organised to ensure this progression. Younger pupils strive to match the older pupils and often reach levels higher than expected for their age. Pupils all develop effective skills of evaluation because the teacher gives good opportunities for individuals to identify the progress they have made at the end of the lesson. Pupils understand the effect of exercise on their bodies because they check their pulses during lessons and observe how their breathing increases after movement. Spiritual and cultural development is extended well at the end of lessons because the teacher uses music very effectively as part of the cooling down aspect of the lesson, with pupils lying silently and listening attentively. Pupils have very positive attitudes towards their work. They are proud to demonstrate their movements because they value the teacher's praise.
111. Swimming standards are above expectations because the headteacher has negotiated the weekly use of a local secondary school for all pupils from reception to Year 6. He has involved the school in some training programmes for teachers and students. This has produced a high level of individual support for pupils, with several adults in the water alongside them. This develops water confidence well and ensures a very good rate of progress in acquiring skills.
112. Discussion with Year 6 pupils shows that they have a very positive attitude to this subject. They enjoy the range of different activities that are available over the year and expect both

girls and boys to work together in all team games. Pupils take part in a range of local competitions ranging from tag rugby and kwik cricket tournaments to netball and football matches. These events extend pupils' social development well and give them experiences of working in secondary schools. The condition of the school field reduces pupils' progress because the poor drainage and proliferation of molehills reduces the opportunities for developing games skills.