

INSPECTION REPORT

MELBOURNE COMMUNITY PRIMARY SCHOOL

Melbourne, York

LEA area: East Riding of Yorkshire

Unique reference number: 117873

Headteacher: Mr. D. Carruthers

Reporting inspector: Mr. G. Martin
21563

Dates of inspection: 28.01.02 – 01.02.02

Inspection number: 243817

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Main Street Melbourne York East Riding of Yorkshire
Postcode:	YO42 4QE
Telephone number:	01759 318369
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. S. McCann
Date of previous inspection:	16 th – 19 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21563	Mr. G. Martin	Registered inspector	Science. Music. Physical Education. Religious Education. Equal opportunities.	What sort of school is it? The school's results and pupils' achievements. How well is the school led and managed? What should the school do to improve further?
12536	Mrs. S. Bullerwell	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
25509	Mrs. J. Clarke	Team inspector	English. Information and communications technology. Provision for the Foundation Stage	How well are pupils taught?
30559	Mrs. J. Taylor	Team inspector	Mathematics. Art and Design. Design and technology. Geography. History. Special Educational Needs.	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Melbourne Community Primary School is a co-educational community primary school for pupils aged between three and 11 years. The school is responsible for the education of around 156 pupils including 20 pupils in part-time nursery provision and nine pupils aged four in the reception class. The school has joint responsibility with the Local Education Authority for the nursery, with the school meeting the costs of the accommodation, but not the staffing or other resources, from its overall budget. Pupils in Years Reception, 1 and 2 are taught in two vertically grouped classes, each of which is below the recommended maximum infant class size of 30 pupils. Pupils in Years 3 and 4 are taught in mixed-age classes numbering 26 and 27 respectively. Pupils in Years 5 and 6 of Key Stage 2 are taught in single age classes numbering 25 and 24 respectively. There is one Year 7 pupil being taught with the Year 6 pupils. Reference to Year 6 pupils in the report includes this pupil.

The school serves the immediate village of Melbourne and a wider community covering some 16 square miles of five or so smaller villages to the south east of York. Parts of this area experience the economic deprivation found in similar farming communities. More than half the pupils are brought to the school by a school bus service. The number of boys and girls on roll is broadly similar. The majority of pupils are of white European origin with less than three per cent of pupils from black African or other minority ethnic groups. The take up of free school meals is around seven per cent, which is below the national average, although the more realistic number of pupils who are eligible for free school meals is just over eight per cent. About 15 per cent of the pupils are on the school's register of special educational needs requiring additional support for their difficulties with speech, communication or learning. Two of these pupils have a statement of Special Educational Need, which represent a percentage broadly in line with the national average. Most pupils have attended some form of pre-school provision and the majority of these pupils have attended the on-site peripatetic nursery. The attainment of pupils on entry to the school is average in comparison with other pupils in the Local Education Authority and similarly average in comparison to that found nationally. The current head teacher was appointed to the school at the beginning of the school year in the term before that of the inspection.

HOW GOOD THE SCHOOL IS

This is a good school which promotes a positive ethos for learning. It is effective in providing a good standard of education for its pupils and it serves its community well. The basic skills of reading, writing and mathematics are taught well and pupils achieve good standards in these subjects at both key stages. The school provides an environment that is rich in language, enabling all pupils to achieve their potential, especially in their speaking and listening skills. Provision for the personal and social development of the pupils is very good and, consequently, the pupils have very good attitudes. This greatly enhances their learning. The head teacher leads the school very well. The hard working team of staff and governors is jointly committed to working with the head teacher to support his drive for school improvement. The school provides good value for money.

What the school does well

- The teaching of basic skills promotes good learning in reading, writing, spelling, speaking and listening and mathematics.
- The caring ethos of the school, and the good relationships with parents, promote very good attitudes to learning and very good personal development.
- There is very good provision for the pupils' spiritual, moral and social development and good provision for their cultural development. This provision contributes to the positive attitudes which enhance learning.
- The leadership of the school is very good. The school improvement plan is focussed clearly on specific and relevant priorities for continued school improvement

What could be improved

- Standards of attainment in Information and Communications Technology
- The use of assessment in whole-school monitoring and improvement, especially linked to setting targets for pupils' learning.
- The sufficiency of appropriate resources to enhance learning across the curriculum for all pupils, and, in particular, equipment for the physical development of the children in the foundation stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. There has been satisfactory improvement in the school since then. The key issues from the previous inspection have been addressed appropriately and the recently appointed head teacher's school improvement plan continues to focus on improving the areas identified for improvement in the previous inspection report. Standards in geography in Key Stage 2 are not quite as high as at the time of the previous inspection, when they were good. Standards in English, mathematics, science, history, music, religious education and design and technology remain similar to those found at the time of the last inspection. There has been satisfactory improvement in the standards found in physical education and art and the standards in these subjects are now good overall. Standards in information and communications technology are not quite as good as found in the previous inspection as a result of inconsistencies in the accessibility of ICT hardware between classes.

STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	A	B	B	C
Mathematics	C	A	B	B
Science	C	B	C	C

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

At Key Stage 1 standards in English and mathematics are good. National test results for 2001 show standards of reading that are above the national average, standards in writing that are close to the national average and standards in mathematics that are below the national average. Standards in science are satisfactory. The results from national tests fluctuate from year to year, a statistical anomaly caused by varying numbers of pupils. However, the trend for all subjects is upward and broadly in line with the trend found nationally.

At Key Stage 2, national test results for 2001 show attainment in English and mathematics that are above national average and standards in science that are similar to those found nationally. By the end of Key Stage 2 at the age of 11 the results of national tests show that the number of pupils achieving at least the expected Level 4 in science is similar to that found nationally. It is significant, however, that nearly half of pupils achieved the more advanced Level 5 in the 2002 tests, which is considerably better than the 34% found nationally. In all three subjects the proportion of pupils attaining the higher Level 5 is above the national average, showing that higher attaining pupils achieve their potential in the tests. Again, there have been year to year variations in the percentage of pupils attaining the expected Level 4 or above in all subjects, but the overall trend is upwards and similar to that found nationally.

The school has set appropriately challenging targets for the attainment of Year 6 pupils in the national tests for 2002. It is expected that 86% of pupils will achieve at least the expected Level 4 or above in

English, mathematics and science. Evidence from the inspection shows that standards are good in all subjects other than information and communications technology, where standards are close to those found in similar schools.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The attitudes of the pupils are very good and a strength of the school. The pupils enjoy learning and the great majority show interest and enthusiasm for their work. The high standard of attitudes contributes positively to the pupils' learning.
Behaviour, in and out of classrooms	The behaviour of pupils is very good. They are courteous and considerate and show care and concern for the feelings of others.
Personal development and relationships	Very good relationships and personal development are strengths of the school. The pupils form good relationships with their teachers and with each other. These good relationships further enhance the ethos for learning.
Attendance	The attendance of pupils is good. Pupils are punctual and they enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The overall quality of teaching is good, with some very good teaching. The quality of teaching in English, mathematics and science is good and the skills of literacy and numeracy are taught well. The school meets the needs of all pupils effectively; all pupils are valued, including those with special educational needs and those from an ethnic minority, and the support for their learning is good. Pupils with special educational needs and those with higher ability have good opportunities to learn well and they achieve their potential. The few pupils from ethnic minorities are fully included in the school community. They are taught well and they achieve good standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the curriculum is satisfactory, providing breadth and balance to the pupils' learning. The curriculum is enriched by visits to places of interest, making a good contribution to the pupils' learning. The provision for some subjects is inconsistent from class to class and, therefore, there not enough opportunities for all pupils to benefit from subjects such as information and communications technology and, to a lesser extent, history and geography.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. The targets set for them in their individual education plans are clear and appropriate. They are supported well in their learning and they achieve well in relation to their needs. They feel successful in their learning and

	this promotes their self esteem.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The spiritual, moral and social development of the pupils is provided for very well. Their cultural development is provided for well. The pupils' personal development is very good and makes a strong contribution to the good ethos and very good relationships in the school.
How well the school cares for its pupils	The care shown for the pupils welfare is good. There are good procedures for promoting positive attitudes to learning and good behaviour. The use of assessment to monitor pupils' academic performance and to set targets for their learning across the curriculum, although presently inconsistent, is a key aspect of the school improvement plan.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher provides very good leadership. Together with the staff he establishes a good school ethos that promotes effective learning for all pupils.
How well the governors fulfil their responsibilities	The governing body works hard and fulfils its statutory responsibilities. All governors are keen to continue to develop their skills and serve the school well in its drive for even higher standards
The school's evaluation of its performance	There has been good evaluation of the school's performance under the direction of the recently appointed head teacher. Together with the staff and governors he has put together a school improvement plan that has a clear focus on the key areas for school development.
The strategic use of resources	The available resources are used effectively. The school improvement plan shows a clear strategy for improving the sufficiency and quality of learning resources.

The leadership of the school is very good. The head teacher provides clear educational direction and has worked hard in a short time since his appointment to evaluate the schools strengths and weaknesses. The governing body is supportive and hard working. Governors have a good knowledge of the school's performance and they are keen to develop their skills to enable them to monitor and challenge the school even more effectively. The accommodation is satisfactory overall, although there is limited space inside for facilities such as a library. The school development plan contains clear proposals for improving the internal accommodation and the external facilities. Teaching and non-teaching staff share a common commitment to the school and its improvement. They all have appropriate skills to provide for the needs of the pupils, although there are times when the class teacher is the only qualified adult in the Reception classroom and consequently the opportunities for the children's physical development using large play equipment outside are limited.

The head teacher and governing body have effective systems for ensuring that the principles of best value are met.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The pupils' enjoyment of school and their attitudes to learning 	<ul style="list-style-type: none"> The school's policy on homework Information about their children's progress

<ul style="list-style-type: none"> • The standards achieved by the school • The quality of teaching • The expectations of pupils learning • The openness of the school 	<ul style="list-style-type: none"> • The range of activities available outside of lessons.
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The inspection team found that parents have good views of the school overall and are very supportive of its work. A good number help in school and the Friends of the School association is very active and hard working.

The inspection team agrees that the school could give a clearer indication of the expectations of homework for different year groups and that the school could provide more information about how the pupils are doing in school.

Overall, the range of activities provided outside of lessons is good. The inspection team recognises the difficulty the school faces in providing for after school activities in an area where the majority of pupils travel to school on a time tabled bus service.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall standards are good throughout the school. Pupils enter the school with levels of attainment are expected for children of their age. The children in the Nursery and Reception classes achieve well and look set to attain the goals expected for them in the Foundation Stage. By the time they begin Key Stage 1 at the age of five their standards of English and numeracy are good.
2. Standards of English are also good for the pupils in both Key Stage 1 and Key Stage 2. The results of the national tests taken in 2001 at the end of both key stages show attainment in English above the national average. Standards of reading, writing, spelling and speaking and listening are good throughout the school. In the national tests taken by Year 6 pupils in 2001, nearly as many pupils attained the higher Level 5 in English as did the expected Level 4.
3. In mathematics, standards are good for the children in the Foundation Stage and for the pupils in Key Stages 1 and 2. In the national tests for pupils aged seven in 2001 overall attainment was a little below the average found nationally. The pupils aged 11 achieved good results in their mathematics test at the end of Key Stage 2, with 76 per cent attaining the expected Level 4 or better and half of these pupils attaining the higher Level 5.
4. Attainment in science is satisfactory in Key Stage 1 and good in Key Stage 2. The teachers' own assessments show that the pupils at the end of Key Stage 1 attained close to the national average in 2001. At the end of Key Stage 2 the national test results show attainment close to the national average, although nearly half the Year 6 pupils attained the higher Level 5, significantly more than that found nationally.
5. In Key Stage 1, attainment is satisfactory in geography, history, music, art and design and technology and there is good attainment in physical education and religious education.
6. Attainment in Key Stage 2 is good in music, art and physical education. This represents an improvement from the previous inspection. Satisfactory attainment is seen in history. The satisfactory attainment seen in geography is not as good as that seen in the previous inspection, when it was judged to be good.
7. The pupils with special educational needs make good progress towards the targets set in their individual education plans. The plans are reviewed each term to update the targets

on the basis of assessments made of the pupils' achievements. Pupils from an ethnic minority background achieve well. There is good equality of opportunity for all pupils. Differences in cultural background are valued and all pupils, whatever their previous experience, are encouraged to achieve their best. They reach good standards of attainment in relation to their previous learning.

8. In both key stages, attainment in information and communications technology (ICT), while satisfactory overall, is not as good as that found in many similar schools. This represents a deterioration in standards since the previous inspection, when attainment was good. There is good practice in teaching ICT in most classes but a lack of resources means that the development of pupils' skills is inconsistent.

Pupils' attitudes, values and personal development

9. The very good standards that pupils achieve in this area of their learning reflect the ethos and values of the school and its very good provision for the pupils' personal development. Pupils respond very well to this provision and, as a result, their spiritual, moral and social development are very good and their cultural development is good. This is an improvement since the last inspection when standards were reported as good.
10. Pupils have very good attitudes to school and learning. They are happy to come to school, which can be seen in their good attendance and their interest and involvement in all the school offers them. In lessons pupils listen carefully to their teachers and concentrate well on the tasks they are given. They try hard to do well and want to please their teachers, in response to the good teaching and the high expectation of effort. For example, during a Year 5 gymnastics lesson pupils worked hard to perfect different sequences of bridges and rolls because they were keen to be chosen by the teacher to demonstrate their skills for the rest of the class.
11. Pupils' behaviour is very good both in lessons and around school. They are polite, sensible, friendly children who respond well to the schools consistent expectations of good behaviour and the reward system, which includes the weekly award of the 'caring cup'. They are happy that if bullying was to occur they have someone to turn to and staff would deal with it immediately. No oppressive behaviour was seen during inspection. The very good provision for pupils moral education means they understand the difference between right and wrong and develop self discipline based on consideration for others and sensitivity to feelings. Discussions, about responsibility, during a personal, social, health and citizenship education (PSHCE) lesson led one pupil to say 'It is important to be responsible for ourselves'.
12. Pupils' personal development and relationships are very good. The very good relationships are based on mutual respect. Staff set a good example of consideration and respect for all and pupils follow their example. Pupils work well in pairs or group work during lessons. This was seen during a Year 2 mathematics lesson, when they shared resources, handled property respectfully and helped each other to weigh different objects and record their findings. The very good standard of pupils' personal development is reflected in their regular fundraising for charity when they think of, and support, others less fortunate than themselves. They have a growing awareness of the need to look after the environment through their new recycling point in school and they develop a clear knowledge of citizenship and community decision making, when each class votes to elect their representative on the newly established school council.
13. Pupils grow in self-esteem and confidence and willingly accept the responsibilities they

are given. For example, 'dinner monitors' take pride in helping to serve other pupils at their table and clear away when everyone is finished. The pupils show independence in their learning such as was seen when Year 2 pupils were focussed on a science lesson but took the initiative to write in neat, joined handwriting without any prompting from the teacher.

14. The rate of attendance is above the national average. This is better than reported at the last inspection. There is no unauthorised absence. Pupils arrive at school on time, registration is quick and efficient and lessons start promptly. This good attendance makes a positive contribution to pupils' achievements.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching and learning are good throughout the school. In 82 per cent of lessons observed during the inspection the quality of teaching was either good or very good. Two out of ten lessons were satisfactory, six out of ten good and two out of ten very good. There were no unsatisfactory lessons observed during the inspection. In the last inspection teaching was described as a strength of the school and this remains so.
16. The quality of teaching during the inspection was good overall. In the Foundation Stage it was good or better in all lessons. In five out of ten lessons it was good and the other five were very good. In Key Stage 1, seven out of ten lessons were good and three out of ten lessons were very good. Teaching in Key Stage 2 was satisfactory in two out of ten lessons, good in six out of ten lessons and very good in two out of ten lessons. Teaching is consistently well developed throughout the school. All staff work hard to provide interesting, stimulating and challenging lessons in all areas of the curriculum. Consequently the pupils are well motivated to learn and achieve well.
17. The teaching of literacy in English lessons and numeracy in mathematics lessons is good and often very good. The teachers have worked hard to implement both of the national initiatives and they have done this well. The texts chosen in literacy lessons are interesting and because the pupils are interested they are fully engaged by the teaching and so they learn well. The classroom environments are very language-rich, with words relating to scientific vocabulary and mathematics displayed for the pupils to see. This means that the pupils are bombarded with technical, specific words and they act as a focus and reminder of what they are learning. This is a very effective tool. Numeracy lessons have good mental warm up sessions and when the mental warm ups links to the main pupil activity in the lesson the pupils see the benefit of being mentally agile, in for example counting in tens. So they try hard and learn well.
18. The teaching of literacy and numeracy effectively supports learning in other subjects. For example, the pupils record their findings in science lessons and take accurate measurements, which they show in graph and chart forms.
19. Throughout the school the teachers work hard to develop their teaching and to take on board new ideas. They evaluate their own work and all are keen to improve. There has been some monitoring of the teaching in the school by the new head teacher and the English co-ordinator. This has enabled the school to look critically at its work and seek to improve the good teaching taking place still further. The class teacher have good support from the nursery nurses and learning support assistants and they play a valuable role in supporting the class teachers and enable the pupils in their care to learn well. All the staff support each other well and this has a positive impact on the quality of teaching within the school.

20. The teachers provide good support for pupils with statements of their special educational needs and those on the special educational needs register. Most support is given in class so that the pupils with special needs are able to participate fully in lessons. Classroom support assistants, all of whom have received additional training, give good support to the needs of pupils in the classroom. On some occasions pupils are withdrawn from the classroom for individual, daily sessions of ten minutes or so. The individual help they receive from this helps them to improve their skills and confidence so that they feel fully included in the learning that takes place in the classroom.
21. Pupils from ethnic minorities are also taught well. Their ethnic background is valued and teachers have high expectations of them. They are fully included in lessons and they make a good contribution to all lessons. A scrutiny of the work that these pupils do in lessons shows that they are working well towards their potential.
22. The teaching of the children in the Foundation Stage is good. The teachers and nursery nurse are committed, skilful and try hard to extend and develop the knowledge and understanding of the children. Planning takes into account the Early Learning Goals and the long term planning has been modified to support planning in the short term. The needs of the children are carefully planned for and learning through play is a key feature to their work. Staff work hard to develop a wide range of learning opportunities, which help to promote good learning at a good pace.
23. Teachers throughout the school have good knowledge and understanding of the subjects they teach. This means that the pupils learn and develop skills in a secure learning environment. The teachers are effective in using the correct technical terms and appropriate subject based specific language to develop pupils' knowledge and understanding of each subject area. This was particularly evident in English, mathematics, science and geography, where technical language is used accurately. For example, in a very good Year 5 science lesson the pupils made sure the investigation they conducted met the criteria for a *fair test*. Pupils are building an appropriate understanding and knowledge of science and the teachers are working with proficiency in this area. In literacy lessons the pupils in Year 6 learn the terms *personification* and *alliteration* and *metaphor*. The teacher here had a clear and very focused understanding that the pupils needed to know and develop a precise technical language to extend the pupils' horizons. The teachers place an accurate level of demand upon individuals, which ensures that all are fully involved. For example, in a very good physical education lesson, the class teacher ensured the learning was very good, by careful, clear, organised teaching. Good use of demonstrations inspired the pupils to improve their work. As a consequence a good pace of working was achieved and all the pupils tried hard and were active in wanting to succeed.
24. Teachers' planning is good. They plan their lessons carefully and make good use of their information and communication technology skills to complete them on the computer. In literacy and numeracy the teachers plan very closely to the structured frameworks and this is a strength of their work. The teacher in the class with the reception children and the Year 1 pupils plans well to organise the learning for the pupils using the different curricula for each year group. She is skilled at ensuring that each group's work is thoroughly planned. Teachers plan their lessons well and at the beginning of lessons they generally share the learning objectives with the pupils. However the teachers do not always refer to the learning objectives as they progress through the lesson. Similarly at the end of the lesson the teachers do not always refer back to the learning objectives to ensure that the learning has been secured. The pace of the pupils' learning is ensured by carefully planned and structured work. Planning is tailored to include all the levels of

attainment in the classes. Work is carefully planned for the individual needs of the pupils, with the lower attaining pupils being given good support in their tasks. Some of the sessions are overlong and where this occurs the pace of the lesson drops and the pupils do not learn as well.

25. Teachers' expectations of the pupils' and their work is good and very good in the Foundation Stage and Key Stage 1. Teachers questioning skills are good and work is matched to the pupils' individual needs. In a mathematics lesson for the Year 1 / 2 pupils the class teacher had very high expectations of all the pupils' behaviour and work. The pupils were asked to work collaboratively in their weighing tasks. They got on with their work as the class teacher clearly expected. They did so with the minimum of fuss. The pupils were fully involved in their learning with the maximum of effort and concentration; as a result all the pupils achieved very well. In all classes pupils are encouraged to work independently. Even the very youngest children are encouraged to work on their own with the tasks they have been set. Pupils collaborate well in groups and listen carefully to the input of others in the class. They are keen to hear what other members of the class have been engaged in and listen carefully to each other's reports. A good example of this was in a Year 6 science lesson where the groups fed back the results of their investigations and the pupils listened carefully. The pupils and staff have a very good relationship with one another and this adds significantly to the quality of the work that the pupils produce and the way in which they learn. The pupils feel their input is valued and this helps them to achieve in many ways. It also aids their personal development. For example, in the Year 3 class the very good relationships in this class mean that the pupils sustain their activity in lessons, work hard and achieve well.
26. The management of the pupils throughout the school is good. The pupils work in a busy and interested manner. The supportive and sensitive teaching that the pupils receive throughout their years in the school enable them to make good gains in their learning in a secure environment. Pupils who find it difficult to behave well are sustained in a patient, consistent and supportive manner. They have specific help and this has a very positive impact upon their behaviour. Class teachers work hard to engage and challenge the pupils in their work and this enables the pupils to learn well.
27. Lessons are well organised. Time and resources are used effectively to keep all the pupils on task. Lessons move along at an appropriate pace, but there is time for the pupils to consolidate their work and think about the tasks the teachers have set. Occasionally lessons are overlong. In these lessons the quick, effective pace drops. Resources are used well to support learning in the classrooms. The teachers prepare good quality worksheets and they are used well in class to support the pupils' different levels of attainment. The learning support staff are used effectively in classes. The class teachers see them as a valuable resource.
28. The quality of day-to-day assessment is good. The teachers monitor the pupils' work well in the class giving support and advice, as needed. They are clear about matching the support and guidance they give to the needs of the pupils. The teachers mark the pupils work in a supportive manner. This is particularly so in English where there is good support and guidance for the pupils to show them what they have done well and where they need to improve. Assessment in questioning the pupils is used well to gain insights into the pupils' levels of understanding and to develop their speaking skills. Homework is provided satisfactorily overall, however there is no consistent picture throughout the school.
29. Pupils throughout the school are keen and interested in their lessons. They are eager learners who enjoy coming to school and are interested by the lessons provided by the

teachers. The pupils are motivated by the very good relationships they have with the class teachers. This ensures that they work hard during lessons. Higher attaining pupils are appropriately stretched and challenged in their work and pupils who find learning difficult are given good support and guidance and so they all achieve well. The pupils who attain at the expected levels are given tasks to stretch their thinking and broaden their horizons. Throughout the school the pupils try hard. Pupils enjoy all lessons although they report that they have particular favourites. They say that the staff give them good support and encouragement in lessons. The pupils demonstrate good levels of independence in their work and concentrate well on the tasks set for them. They try hard and this is evident at all levels of achievement in all subject areas.

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

30. The school curriculum meets statutory requirements. It offers a curriculum enriched by a range of extra-curricular activities and makes very good provision for the personal, social and health education of all pupils. There is good provision for the inclusion of pupils with special educational needs and for the pupils from ethnic minorities. All pupils have equal access to the school and to the curriculum provided. Links with the community and with other schools are good developing well.
31. The National Strategies for Literacy and Numeracy have been successfully implemented. These strategies provide a framework for long term planning. The associated schemes of work identify the progression of skills, together with the development of knowledge and understanding as pupils' progress through the school. Short term plans are good working documents although there are some inconsistencies, such as where the provision for more able pupils and those with special educational needs is not clearly defined. Tasks and material for the more able could be more challenging, thus increasing the development of their skills and abilities more effectively. Planning would also benefit from formal evaluation so that future plans can be adapted to match the needs of all pupils more closely. The role of the subject leader is to be reviewed. Subject leaders will be increasingly responsible for the effectiveness of their subject and its contribution to the curriculum
32. Most policies and schemes of work have been revised. Long term plans for the development of the curriculum are now in place. There are some areas of the curriculum where further revision is recommended, for example the school's homework policy and its policy on the provision for gifted and talented pupils. The time allocation for history and geography is also under review. Some subject curricula, for example for history, geography and art and design include recommendations published by the national curriculum body. There are clear links developing between subject areas, such as the planning for science, design and technology and information and communications technology. There are clear plans to formalise these links.
33. The Code of Practice for pupils with Special Educational Needs is followed and provision for these pupils continues to be good. The recently published, revised Code of Practice has been acknowledged and it is planned to incorporate the new recommendations. Pupils with special educational needs are mainly supported in class so that they can follow the curriculum offered to their peers. Some pupils are withdrawn from class individually. They receive daily sessions of ten minutes duration to receive additional, specialist teaching to enable them to develop literacy and numeracy skills according to their need. All class teachers are aware of the targets set in individual education plans and are involved in the review of the plans and targets which take place each term.

34. Provision for the pupils from ethnic minorities is good. They have full access to the curriculum and its enrichment and they achieve well. The school is beginning to monitor the achievements of pupils from ethnic minority backgrounds so that it gains a clear view of how well these pupils are doing in comparison with other groups of pupils.
35. Extra curricular provision is good. A number of clubs and activities take place mainly during lunchtime because of transport issues. There are also some after school activities. Pupils have the opportunity to participate in sports, such as football, cricket, netball, rounders, athletics, and music. There is a club to introduce the pupils to other languages, e.g. French. Dedicated staff lead most of these activities. The school presents a concert at Christmas and members of the local community are invited to attend. Parents are also encouraged to attend the assembly which takes place in school on Friday afternoons. Pupils in Year 6 are invited to a residential visit to Arnside in Cumbria so that they can experience activities that are not normally available to them. Other visits have included three day residential visits for Years 4 and 5. There are local study visits to a nearby sculpture park and to Bretton Hall to extend pupils knowledge and understanding of art and design techniques. Pupils are also taken to places of local interest including York Minster.
36. There are good links with the local community and local schools. Pupils compete in inter school sports activities and they play music for the pupils at Pocklington High School. Some pupils from the high school visit regularly to help develop younger pupils' reading skills. Curriculum days are planned for the summer term so that the pupils in Year 6 can experience the facilities used by the high school for teaching science and art.
37. The school is well supported by the Friends of the School. They organise functions to raise funds which enable them to make substantial financial contributions to the school. These welcomed donations provide additional equipment and facilities for the school. Members of the Fire Brigade and representatives from the local church visit school to talk to the pupils. The pupils raise funds to support various charities including the British Heart Foundation, National Children's Homes, Children in Need and Comic Relief
38. There is very good provision for the pupils' spiritual, moral and social development in the school, with good provision for their cultural development. This is a good improvement from the last report and represents a clear commitment by the school to encourage the pupils to become reflective about themselves and the world around them.
39. The pupils' spiritual development is very well promoted in the school. The pupils are encouraged to explore their thoughts and feelings through poetry and prayer. They are gaining respect not only for themselves but also those around them, including people from backgrounds which differ from their own. They are actively helped to listen carefully to the points of views of others and consider different opinions carefully. This is good preparation for playing a positive role in our contemporary diverse society. Most pupils work hard to include others in their play and learning and are positive with pupils who find learning hard. Pupils are able to look at their own aspirations and wishes and identify their journey and pathway towards these aspirations. In religious education the pupils look at religious symbols and badges of commitment and see the value of belonging to groups, while recognising how diversity should be respected and valued. They also recognise the responsibility this places upon them as individuals. The pupils are pleased to talk about their work and their likes and dislikes. The Year 6 pupils talked about their feelings at being in their last year in this school. In Year 4 the pupils talked about their village community as part of their geography lesson and their thoughts about the advantages and also disadvantages of living in a rural community.

40. Moral development is very well promoted throughout the school. The school is concerned to educate the whole child, to enable the child to take their place as reasonable and responsible citizens in a multicultural society. The pupils have a clear sense of moral awareness. The school runs as an orderly establishment where good behaviour is expected. Those pupils who find it difficult to behave well are helped to become more thoughtful about their behaviour and are helped and encouraged to behave better. The pupils are clear that they are able to express their ideas and thoughts and are given respect for their views. The secure relationships within the school provide a firm basis for the development of a very clear moral understanding. Pupils are taught right from wrong, with the very youngest children in the school having a clear understanding of what is expected of them. This means that pupils are very clear about the expectations that all of the staff have of them.
41. Social development is very well promoted. Parents see the social development of pupils being strongly promoted in the school. They feel that the school has a strong community feel and that this is very positive. Social values are well promoted by adults throughout the school and pupils are encouraged to care and take responsibility for others. Pupils willingly accept responsibility, for example when distributing materials in lessons, helping in the organisation of school assemblies and in tidying up at the end of lessons. All the pupils are able to take concerns or ideas forward to the school council and are able to affect change in this way. The pupils are also encouraged to understand problems in the wider world context. The school successfully promotes an atmosphere in which pupils are able to discuss important questions and concerns. For example, the pupils have begun to consider the issue of renewable resources and have actively begun to re-cycling materials. There are contributions from visitors such as the school nurse and members of the local community in the school. The inclusion of pupils with statements of their special educational need and those from ethnic minorities enhances the social development of all pupils and promotes very positive attitudes.
42. Provision for cultural education is good. The pupils have a very good understanding of their village community and understand that even in rural communities there is great diversity with different villages having very different facilities. They have visited places of interest in the immediate locality and the neighbouring city of York. There are many opportunities to prepare pupils for living in a multi-cultural society. A number of visitors have been welcomed to the school share their cultures, traditions and religious ideals with the pupils. This enables the pupils to develop an awareness of the differences and similarities between the different peoples who make up our society. The pupils study ancient civilisations and gain a good understanding of the life and time of these people and how they have impacted upon our lives today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school takes good care of its pupils. Pastoral care is very good; it is closely linked to the provision for pupils' personal development. Its effectiveness is reflected in the very good standards of pupils' attitudes and behaviour. The attention given to child protection matters is good. A designated person has attended training and keeps staff aware of procedures. The school has two qualified first aiders and all other staff including midday supervisors have attended basic skills training. Health and safety procedures during lessons are also good. Teachers ensure pupils know how to handle and use tools and equipment safely. The health and safety issues, mentioned in the last report, to do with hazardous substances and registration procedures have been successfully resolved. However, visitors do not consistently sign into school, which means staff cannot account

for everyone on the premises if emergency evacuation should be necessary. The local education authority completes risk assessments and a governor has recently started to monitor issues within school and keep formal records. The school is now aware of the need to improve some aspects of health and safety. For example, marking the cold taps in school that are not drinking water.

44. Overall, staff give satisfactory support and guidance for pupils' personal development. Pupils are supported well through the introduction of personal, social and health education lessons which give pupils the opportunity to talk, and think, about behaviour, healthy living and personal safety with their teachers and friends. However, teachers monitoring of pupils' personal development and the guidance they receive is done informally and based on teachers' knowledge of the pupils. Procedures for monitoring and improving pupils' attendance and behaviour are good. Parents report any absences promptly, because they appreciate this is in the interests of their children's safety. However, the school has not yet introduced a first day response to absence. The school actively discourages parents from taking children on holiday during term time as it can adversely affect their achievement. Pupils' good attendance stems from their enjoyment of school, so no reward system is necessary. The school is currently updating its behaviour and anti-bullying policies.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school has a good partnership with parents and this has a positive effect on pupils' achievement. Parents hold good views of the school and give strong support to most aspects of its work.
46. Parents think highly of the school. All parents, who expressed an opinion, are most pleased with the new head teacher and say the school is well led and managed. Most feel confident about raising any queries or problems. The majority of parents say teaching is good with high expectations, which helps their child to make progress, enjoy school, behave well and become mature and responsible. Inspection findings confirm parents' positive views.
47. A small number of parents expressed concerns about the range of extra curricular activities, homework and to a lesser extent the school working closely with them and the information they receive about their child's progress. Inspection findings show that the provision for extra curricular activities, including lunchtime clubs for older pupils, visits and visitors, is good. However, few after school clubs are available, as most children need to catch the school bus home. Homework across the school is inconsistently given. However, the school is reviewing its policy to give guidelines to staff and clear information to parents. Reports on progress are satisfactory. The school is committed to improving its partnership with parents.
48. The school has effective links with parents. Communication has recently improved. Through the school prospectus and weekly newsletters parents are well informed about what is happening in school and about events in the school calendar. The school is beginning to provide regular information for parents about the curriculum and what is being taught in class and this is an aspect of its work that the school intends to develop in the short term. The annual reports to parents on their children's progress include comments on each subject but these are mainly about children's attitudes to the subject or the work covered in class rather than individual strengths and weaknesses and standards achieved. The reports do not clearly identify targets for the next steps in pupils' learning. Parents have two formal opportunities to talk to teachers about their child.

Parents of children with special educational needs are informed about individual education plans but are not involved in helping to write them.

49. Taken overall parents' contribution to pupils' learning is good. The vast majority of parents agree to work in partnership with the school and they are aware of their responsibilities to do with attendance and behaviour. Most parents help with homework, when it is given. There is scope to involve parents more in their children's learning through better information about the curriculum, which would help parents to support their children's learning at home. A number of parents regularly help in class and have attended training to support the work of the teacher. The Friends of the School organise social events for parents and pupils, which enables parents to give very good support with fundraising for the benefit of the children. The monies raised since the last inspection have made a good contribution to the resources for teaching and learning, for instance they have bought four computers, large equipment for physical education and provided stage lighting.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The very good leadership and effective management of the school enhance the good provision. The recently appointed head teacher has, in a short space of time, taken the school through a process of thorough self-evaluation. He has been well supported in this work by a hard working deputy head teacher and similarly hard working subject leaders. Discussions with staff show that there is a strong commitment to working together to develop and improve the school. This commitment is shared by governors and parents, who feel that they have been included in the process through improvements in the way in which the school communicates with the community.
51. From the process of self evaluation has come a clear view of what the school needs to do to improve. Targets for these improvements have been built into an effective school development plan. A scrutiny of the plan shows that the head teacher and key staff have focussed on key manageable targets appropriately, with a strong emphasis on what will be done to improve teaching and learning. For example, planned reviews of the curriculum and its supporting documentation, such as subject policies and schemes of work, will support teachers in their planning for effective lessons. Targets for the development of assessment systems show a clear commitment to the use of assessment as a tool to monitor whole-school improvements in learning and for setting learning targets for individual pupils. The action taken to achieve these targets is at an early stage under new leadership but discussions with staff show that the desire and commitment to achieve them is good.
52. The effectiveness of teaching is enhanced by the ethos brought to the school by the head teacher and key staff. The care and concern shown for all pupils makes them feel included as part of the school community and this shows in their very good attitudes to school and to learning. The very good relationships in the school, which effectively promote the inclusion of all pupils, are a credit to the example set by the head teacher and to the staff and volunteer helpers who take their lead from the ethos he establishes.
53. The governing body works hard for the benefit of the school and effectively fulfils its statutory responsibilities. There is a good mix of experience among the governors and all of them, including recently appointed governors, are keen to develop their individual and corporate roles. The governors' role in monitoring the effectiveness of the school is satisfactory. They have a good knowledge of some aspects of the school and a developing knowledge of others. The head teacher has involved the governing body fully

in the schools' process of self-evaluation. The quality of information provided to the governors is good and provides them with the knowledge they need to enable them to become more rigorous in this important aspect of their work. For example, precise knowledge about the school budget and projections of pupil numbers for the next three years is helping them to plan ahead and make important strategic decisions about staffing and class sizes. Similarly, the governors are learning more about the school's performance in the tests at the end of both key stages from the information that shows how the school compares against those schools with a similar context.

54. The head teacher took over a pre-planned budget when he was appointed to his post in the autumn term of 2001. He has re-focussed the few financial resources available to him to begin providing the practical resources needed to modernise the school. For example, funds have been set aside for the purchase of books to develop the school library. The 'Friends of the School' have been very supportive in helping to raise further funds to contribute to this work.
55. During the inspection, Initial Teacher Training (ITT) students were on placement in the Reception class and with Year 5 pupils. Evidence from the inspection, such as the quality of support and guidance given by the teachers, shows that there is good support for the induction and training of such students. The qualified teachers they work with provide good role models for the students to aspire to. The school provides effective opportunities for them to develop the skills they will need as teachers.
56. Overall, the use of new technology, such as computers, is satisfactory. Teachers use their word processing skills for planning, making work sheets and classroom notices and for producing school documents. Some access the internet for teaching resources and information about their subjects. The hard efficient administrative staff have updated their skills and make use of computer data to keep secure pupil records. The regular school news-letter is attractively word-processed. Direct communication with the Local Education Authority is available through e-mail but there are no systems in place yet for more advanced use of technology, such as storing, analysing and retrieving assessment information using computers.
57. The accommodation is satisfactory overall. Most classrooms are of a good size but there are few spaces to use to centralise resources such as a library or technology suite. There are plans to develop under-used spaces to make such resources more accessible and enhance the opportunities for learning. Similarly, the school improvement plan shows a clear commitment to improving the sufficiency and quality of teaching and learning resources, which are presently unsatisfactory in many subjects. For example, the children under five in the Nursery and Reception classes have limited opportunities to use large construction and play equipment. The Reception class teacher, although well supported by volunteer parents, has only limited teaching assistant time from a qualified person. Consequently, children in this class have few opportunities to experience outdoor play to enhance their physical development.
58. The governors are committed to ensuring that the school meets the accepted principles of best value for public organisations. The school has good standards, strong leadership and an effective ethos for learning. The attitudes of the pupils and their spiritual, personal, social and moral development are strengths of the school. Although the cost of educating each pupil in this rural area is a little higher than found in suburban and urban schools, nevertheless the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to improve the quality of education provided, the head teacher, staff and governors should:

- 1) Provide consistent opportunities for the pupils to raise their attainment in information and communications technology by:
 - Continuing to improve access to the necessary resources and
 - Continuing with the in-service training of teachers.
- 2) Enhance the provision of outdoor play for the children in the Foundation Stage to enable them to have better opportunities for physical development.

60. They may also wish to consider the following minor, but nevertheless important, areas for improvement:

- Provide clearer guidelines on the school's homework policy for the benefit of those parents who are unsure of the arrangements and who wish to support their children's learning at home.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	48

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	23	6	0	0	0
Percentage	0	24	60	16	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	11	154
Number of full-time pupils known to be eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	6	25

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	14
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.00

Unauthorised absence

	%
School data	0

National comparative data	5.60
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National comparative data	0.5
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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	18	15	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	15	14	12
	Total	30	29	28
Percentage of pupils at NC level 2 or above	School	91 (84)	88 (89)	85 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	15	13	14
	Total	30	27	29
Percentage of pupils at NC level 2 or above	School	91 (84)	82 (89)	88 (89)
	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	9	15	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	7
	Girls	13	12	14
	Total	19	18	21
Percentage of pupils at NC level 4 or above	School	79 (88)	75 (92)	88 (96)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	7
	Girls	14	13	14
	Total	20	19	21
Percentage of pupils at NC level 4 or above	School	83 (88)	79 (92)	88 (100)
	National	72 (70)	74 (72)	82 (89)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	141
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y[] – Y[]

Total number of qualified teachers (FTE)	6.6
Number of pupils per qualified teacher	22.4:1
Average class size	24.7

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	81.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	20
Total number of education support staff	0.5
Total aggregate hours worked per week	29.25
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	362572
Total expenditure	357695
Expenditure per pupil	2170
Balance brought forward from previous year	21761
Balance carried forward to next year	26638

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	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	154
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	23	6	2	0
My child is making good progress in school.	59	35	6	0	0
Behaviour in the school is good.	42	48	0	0	10
My child gets the right amount of work to do at home.	25	54	13	6	2
The teaching is good.	51	41	2	0	6
I am kept well informed about how my child is getting on.	29	59	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	57	39	2	0	2
The school expects my child to work hard and achieve his or her best.	57	42	2	0	2
The school works closely with parents.	42	43	8	0	7
The school is well led and managed.	43	51	0	0	6
The school is helping my child become mature and responsible.	47	51	0	0	2
The school provides an interesting range of activities outside lessons.	20	41	20	13	6

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

61. This section of the report focuses on the children under six years of age who are in the nursery and reception classes. The attainment in all of the recommended areas of learning for the majority of children in the nursery class is at the level expected for children of their age. The levels of attainment of the children in the nursery class can fluctuate significantly and each year can be very different from the one before. At present there are a number of children who are being observed by outside agencies to identify their special educational needs. The children make good progress throughout their time in the both the nursery and reception classes. As a result of good teaching the children achieve well. Consequently the majority of children reach the expected level of attainment for children in all areas of learning and are working in the lower levels of the National Curriculum by the end of the reception year. There has been good improvement in the curriculum and the teaching in the Foundation Stage since the last inspection, although in some areas in the reception class more resources are still required.
62. The nursery class is run by the Local Education Authority's peripatetic service. The teacher and nursery nurse manage and teach classes in two villages and give vital pre-school provision for the children in these two rural settings. At Melbourne there are places for 15 children at each session; at the time of the inspection there were 20 children on roll. As the children reach the age of three they are accepted into the nursery and the number of session they are allocated rises as they get older so that just before the children start in the reception class they attend all the five sessions the nursery operates. The school acts as the host for the nursery class. The headteacher is not responsible for the management of the nursery staff, the taught curriculum, nor budgeting for resources. However, there is good liaison between the school and the nursery staff. The nursery class operates from a temporary building, which is not linked to the school. There are no toilet facilities and the children use the toilets in the main school building. This is not ideal. The children move into the reception class in the school, in term in which they become five. So there are three intakes into the reception class each year. Most of the children have had some pre-school experience, the vast majority in the nursery class. A playgroup has recently been started in the village. It runs one session each week. The nursery is hoping to make constructive links with the playgroup in the near future.
63. At present the reception children work in a class with the majority of the Year 1 pupils. There are nine reception children in Class 1. Four children started school in September and five after Christmas. The policy and programme of work for the reception children has been reviewed in the light of the Foundation Stage for children aged under six and the recommended Early Learning Goals. The continuous provision covers a range of suitable areas that are highly relevant for the children. Daily planning is thorough and clearly defines what the learning objectives of the lessons are. The class teacher effectively prepares lessons that cater for the Year 1 pupils and the reception children who are entitled to different curricula. The class teacher has a small allocation of help from a nursery nurse, which she uses well. Because of the limited extra help the teacher receives she is not able to make effective provision for the children's physical development through outdoor play. Although this does not have a negative impact on the overall attainment of the children it does inhibit the opportunities for them to develop

their skills further. The teacher's emphasis is placed on developing the children's speaking and listening skills, first hand experiences and learning through play, enquiry and interests. Learning in all lessons is clearly identified and the children are encouraged to be independent and purposeful in their learning.

64. The quality of teaching and learning for the children in the Foundation Stage is good overall. The teachers and the nursery nurse are committed and skilful and work hard to move the children's learning on. Communication, language and literacy and mathematical development are very well promoted. Close and careful observations of the children enable accurate assessments to be made. These assessments help to guide the future planning of activities. Teaching throughout the Foundation Stage is consistently good, with teaching in communication, language and literacy being particularly effective. There is good provision for the children's personal and social development. The children are helped and encouraged to become independent learners. The staff intervene appropriately without dominating the play to guide learning and to encourage the children to discuss, talk and reflect upon what they are doing. Relationships in the Foundation Stage are very positive with the children becoming more and more independent in their work.
65. Formal assessment procedures are good. The parents of children in the nursery class make careful notes of their child's likes and dislikes and the help they need for simple tasks, before the children start school. This effective partnership between the nursery staff and the parents ensures that the children's learning at home is built upon. This information provides a good basis for the children's further development. When the children leave the nursery class they take thorough records of their achievements and examples of work with them to the reception class. An early assessment in the reception class allows the class teacher to plan each child's work carefully. These checks provide good information about each child, enabling the class teacher to target specific areas for development. Children who have special educational needs are identified early and particular work and help is planned for these children. This early intervention enables the staff to give good help within the classroom for these children. They make good progress.

Personal, social and emotional development

66. In personal, social and emotional development, by the time they are six most children will achieve the nationally agreed standards. Children make good progress in this area of their work because they receive patient, supportive teaching. Children in the nursery class try hard to learn the class routines. They sit on the carpets and listen to the teacher as she reads them a story. They are encouraged to share resources and to take turns with favourite items of equipment. They know how many children are allowed outside to play and realise that sometimes they have to wait to have a turn. The children in the reception class undress themselves for physical education and manage well. The class teacher encourages the children to put their clothes in careful piles so that they are able to dress themselves without getting into a muddle. Children in the nursery are asked to tidy away at the end of sessions and they are all helped to achieve in this way. Children in the reception class work together in their lessons. They work in the sand and the water trays talking to each other as they work. The children form friendships and discuss the characters they have chosen to dress as in the role-play area. The children respond well to all the staff in both the nursery and reception classes. They listen carefully to what they have to say.
67. The teaching of personal and social education is good throughout the Foundation Stage. Members of staff are patient and consistent with the children and this enables

the children to learn and develop their awareness of themselves and their peers. Staff show a great deal of care and concern for the children. The children who are quiet and find it difficult to join in class discussions are given good help and are encouraged to make a contribution. This ensures they make good gains in a secure environment. The children are encouraged to play in sociable groups and to listen and care for one another. For example, a child comforted another child who was upset. All staff promote clear ideas of what is expected of the children including the difference between right and wrong. The patience that the teachers and nursery nurse show results in a calm working environment where the children feel happy and confident and make good gains in their lessons. All staff are very good role models for the children; they are unfailingly polite and set them a very good example by modelling appropriate behaviour.

Communication, language and literacy

68. In communication, language and literacy by the time they are six most of the children will attain standards that have exceeded the recommended goals and will be working in the lower levels of the National Curriculum. The children make good progress as a result of good and often very good teaching. The children in the nursery and the reception class enjoy singing rhymes and counting songs and remembering the actions that go with them. They enjoy singing *5 speckled frogs* and *5 melting snowmen*. These activities develop not only the children's speaking skills but also their capacity to memorise repetitious songs. The children in both classes enjoy having stories read to them. The reception children particularly enjoy the big books the class teacher reads and dressing up as characters from the books. For example, in one very good session the class teacher encouraged two children to take on the role of the characters they had dressed as. The other children then asked them questions and they answered the questions in role. The handsome prince said that *He had been very busy all day working in his castle!* The children in the reception class take home reading books and in this way the children's learning at school is extended and reinforced by work done at home with parents or carers.
69. The children handle books well, with the majority of children by the end of the reception year reading simple texts. Children in the nursery are introduced to books and learn to look carefully at the pictures to look for specific items and clues to the progress of the story. They learn initial letter sounds. They try hard to find their own name card in the pile of cards, so that they can write their names on their artwork. Writing is displayed in all areas of the reception class, which is a very language rich environment. The children are keen to write and they hold their pencils firmly and have good pencil control. Those children who started in the reception class in September are confident to write underneath the class teacher's writing and they are beginning to write on their own. The school has recently purchased some new reading books but some are old and showing their age. They are in need of replacement. This is an area that the school has recognised and has plans to redevelop in the near future. Writing skills are developing well with the children learning and becoming confident writers.
70. The teaching of communication, language and literacy is good and often very good. Staff work hard to improve the fluency of all the children by constant discussions and conversations. This has a very high priority in both the nursery and the reception classes. All staff have very high expectations of the children and work hard to encourage the children to articulate their thoughts and ideas. For example, in a *hot seat* session a child was confident enough to explain to the teacher that he was a *fairy god brother* not *god mother*. The staff all work hard to develop the language skills of all the children and no opportunities are lost in discussing work and play. For example, the children looked at salt dough and described how it felt and looked and compared it raw

to when it was cooked. In this way the children were encouraged by the teacher to look carefully and to think about the different properties of the materials. Good speaking habits are encouraged and children are actively supported in their need to listen carefully. Reading is promoted in both classes by the careful choice of big books and picture books, which are stimulating and interesting for the children. This ensures that their learning is exciting and fun.

Mathematical development

71. In mathematical development most children attain the standards that are expected for this area of learning by the time they enter Key Stage 1 and are working in the lower levels of the National Curriculum. The children are enabled to make good progress through the good practically based teaching they receive. The children in the nursery class are learning to count. They count together the number of children present during the session using the abacus beads. They recognise that some numbers are bigger than other numbers. They are helped to draw a cat smaller than the one drawn for them on their page. Some children know the names of different colours. Children work in the sand and water trays and talk about the containers being full and empty. The children in the reception class are learning to count. They are confident as they count to ten and try hard as they count back from ten. They work out simple number problems and identify a number one more and one less than a given number. They sort a wide range of different shoes from wellingtons to sandals in order of size. They also consider whether the wellington would also be the heaviest as well as the biggest. In this way they are beginning to use the mathematical language of comparative sizes.
72. The teaching of mathematical understanding is good. All staff take every opportunity to develop the children's understanding of number through practical activities and play. This practical approach to teaching number and measurements ensures that all the children are fully engaged in their learning and excited about the outcomes. For example, the children enjoyed playing a matching game together. They knew they must wait for their turn and did so patiently. In this way they learnt together and supported and helped each other. The children's learning is well developed and built securely lesson after lesson. The wide range of practical activities is designed to consolidate and extend the children's learning through challenging and interesting tasks.

Knowledge and understanding of the world

73. In knowledge and understanding of the world, most children exceed the standards expected for this area of learning by the time they finish the reception year. Good teaching ensures that the children make consistently good progress. The teachers provide a wide range of activities, which are planned to extend early concepts in science, design and technology, history, geography and information and communications technology. The nursery children have been making bird cake for the birds to eat in the winter when food is scarce. They recognise that at present the weather is mild but it could become cold and life would then be hard for the birds. The reception children take Barnaby bear on holiday with them and send postcards and photographs of him from his holiday destinations. He is a well-travelled little bear having been to both Loch Ness and the French Alps. The children have the opportunity to use a wide range of construction kits and they are used well to create a wide variety of models. They experiment with a range of papers and folds, scrunch, cut, glue, and stick making interesting pictures of animals in the jungle. The children have made salt dough and understand that it changes its' nature after it has been cooked.
74. The teaching of knowledge and understanding of the world is good. Staff plan a wide

range of activities so that the children are fully engaged in their learning. For example, the children in the reception class rolled and shaped their salt dough into snakes giving them all an experience of working with the dough. This active involvement and investigation by the children reinforced the teaching points made by the class teacher. The class teacher is however unable to provide experiences for the children in using large construction equipment as there is a lack of this kind of equipment in the school. The teaching of literacy and numeracy links effectively with this area of learning, for example the children used descriptive words to describe the properties of the salt dough.

Physical development

75. In physical development most children exceed the standards expected by the time they reach the end of the reception year. Good teaching in this area enables the children to make good progress. The children use a range of equipment and materials in their work. Their skills develop well. For example, the children show good pencil and brush control in their work. They use a range of pencils as they draw and write. They use jigsaws and construction toys with good levels of dexterity. The children use their brushes well when they paint their models. In physical education lessons the children in the reception class curl into small round shapes and then explode into wide shapes. They try hard to improve their work and are encouraged by the teacher to do so. They watched the older pupils and gained ideas from their work. The children demonstrate good control over their bodies and respond quickly to the instructions given by the class teacher. They work together well to put out and tidy away the apparatus for the lesson. The children in the nursery class enjoyed working with the outdoor equipment. They travel through the plastic tunnel and work together and collaborate as they play.
76. The teaching of physical development is good. The nursery staff have a small area with a hard and grassed area so they are able to provide a range of activities to promote the children's physical development. In the reception class physical education lesson the teacher explained quite clearly her high expectations for the lesson. She used the older pupils in the class to demonstrate actions and movements so that the reception children were given a positive help to improve their work. Safety issues were well addressed by the teacher so that the children had a clear idea of where they were not allowed to go and exactly how to carry the apparatus. She gave the children good levels of individual support and this helped the children to consolidate and develop their fine and gross motor skills. The children work hard during their physical education lessons and try hard to improve and develop their work as a result of good teaching. There is a lack of opportunities to extend the children's skills using outdoor equipment. This is because the class teacher is not able to use the outdoor area for the children in Class 1 as frequently as she would like as she does not have an adult to supervise this work.

Creative development

77. In creative development most children exceed the standard expected in this area of learning by the time they enter Key Stage 1. The children make good progress as they are taught well.
78. The children in the nursery use paint expressively. They mix powder paint and then paint their pictures. They paint coloured squares which, later they will use to make a patchwork *Elmer the elephant*. The children paint with a feather quill and talk about the fine marks they make with this tool. The children talk about their finished work and put their work to dry after they have finished. In the reception class the children also use paint expressively. They have painted their own portraits and some of the children have

painted patterns on their snakes. The role-play area effectively supports the children's literacy lessons and their reading of a favourite book *Walking through the Jungle*. Its interactive nature prompts and encourages the children in their imaginative role-play.

79. The teaching of creative development is good. Staff provide ample opportunities for the children to develop their creative ideas through painting, drawing and drama. They stimulate the children's interests with lively lessons that generate a high level of excitement and interest. The children are encouraged to express their feelings using a wide range of media. The children are given good opportunities to use their imaginations to work in a range of contexts. The staff value the children's work by displaying it for all the children to see.
80. The children make a very positive start to their education in all areas of learning. They listen carefully to instructions and behave well. The children concentrate on the activities set for them and they persevere with the tasks even if they find them hard. They are engaged by practical activities carefully matched to their individual needs. When the children in the nursery are allowed a free choice of task they remain with the task they have chosen for some time. The children settle well into the reception class and quickly understand the routines and sequence of life in school.

ENGLISH

81. Pupil's attainment in English is above the national average at the age of seven and 11. In the 2001 National Curriculum tests for seven and 11-year-olds, the pupils scored above average results when compared with all schools. In the 2001 tests for seven-year-olds five out of ten pupils achieved at the higher than average level in reading and two out of ten pupils achieved at the higher level in writing. Four out of ten of the 11-year-old pupils achieved at the higher than average level in English. These good results show that the pupils achieve well throughout the school. Indeed the pupils who are on the school's special educational needs register are fully included in every lesson and achieve well in relation to their prior attainment. The standards the pupils achieved also reflect the skilled teaching the pupils receive throughout the school and the positive impact the National Literacy Strategy has had upon the way the teachers work.
82. Although the pupils achieve well the subject co-ordinator feels that there is still room for development and improvement in writing throughout the school. At the same time she recognises that it is important to maintain and improve the good standards of the pupils' reading. The English co-ordinator is determined to identify and target specific areas for improvement and has attended a course to help identify the next significant steps. The National Literacy Strategy has been well implemented and the school is effective in embracing new initiatives to further improve the teaching of English and Literacy throughout the school. The learning support assistants play a significant role in helping the pupils who learn slowly and those who find concentration and application difficult. Consequently they achieve well. The teachers are aware that they need to maintain and improve still further the levels of achievement throughout the school. At the time of the previous inspection pupils' attainment was similar to that at present at the age of seven and 11.
83. Speaking skills are well developed through effective teaching and the opportunities the teachers create to enable the pupils to develop their speaking skills. The teachers encourage the pupils to answer questions and talk about their lessons and give their ideas. In Year 3 the pupils expressed their opinions that adjectives make stories more

interesting. Older pupils in Year 6 talk knowledgeably about their work and about the different poems they have read. A pupil who brought a favourite poem from home talked to his teacher about why he had chosen this particular poem and shared his thoughts in a reflective way. The pupils talk about their lessons in school and their particular likes and dislikes, giving their reasons in a careful and considered way.

84. Most pupils read fluently and accurately with good standards demonstrated throughout the school. Reading is well promoted throughout the school. The range of reading books is however very varied. There are some new books but some are old and in need of renewing. The school has recognised the need to further develop the school library and the range and quality of the reading books in the school. The school has plans to redevelop the school library in alternative accommodation and new books will then be added. It is clear from the pupils' attitudes that they enjoy reading both their reading books and the books they bring from home. The school has highlighted further improvements to be made in the quantity of books available that would appeal to the older boys. Children in the Reception year have reading books and are busy learning letter sounds and names. Pupils in Year 2 talk about the stories they are reading and use a range of strategies to tackle words that they find difficult. They talk about their favourite books and the fiction and non-fiction books they like to read. In Year 6 the pupils' talk about their reading choices and they demonstrate good fluency and a clear understanding of the text and the underlying themes of the books. They discuss their preferences and explain the reasoning behind their choices. Pupils read a range of books from school and home with different authors compared. Many of the pupils are members of the village library and they borrow books to read. The older pupils talked about the need to have more reading books in the school and one pupil said that she had asked a member of *The School Council* to take this concern to the next meeting.
85. Standards in writing are good throughout the school. The pupils' poetry writing is particularly strong. In Year 1 and 2 the pupils write for a wide range of purposes. A cursive style of writing is being taught and the pupils are given many opportunities to develop their writing skills in other subject areas. The majority of seven-year-olds write well. This is because they are taught well, the teachers have high expectations of the standards of work the pupils are to produce. Consequently they strive hard to achieve good results. Lower attaining pupils and pupils with special educational needs are given good help and so they feel positive about their work and achieve well. Pupils in Year 2 use capital letters and full stops consistently, and are developing a good understanding of how to locate, identify and use speech marks to identify the spoken word in texts. They use question marks and exclamation marks in their work. The lower attaining pupils do not always use capital letters and full stops.
86. The older pupils' writing skills develop well. This is because of the consistently good teaching the pupils receive throughout the junior classes. The lessons engage the pupils and because they are fully involved and interested they learn well and achieve high standards. The teachers ensure they match the pupils' tasks to their specific and individual needs. The pupils write in a range of styles with their stories developing a good style with exciting vocabulary. Punctuation and the use of paragraphs are generally correct and spellings show good levels of accuracy. The pupils have access to a very language rich environment. Words to reflect a wide range of subject areas are very effectively displayed in all classrooms and the pupils use technical language well in their writing. The pupils' writing is generally clear, neat and well presented. Information and communication technology is used well in some classes but not consistently throughout the school, to support the English curriculum. For instance, as the pupils draft and redraft their work using ICT.

87. The teachers have good subject knowledge and this is demonstrated in the way they lead discussions with the pupils about their work. The school has fully adopted the National Literacy Strategy and it is consistently used across the school. The class teachers have high expectations of the pupils and improvement and encouragement are actively sought. For example, in the Year 4 class the teacher asked the pupils to create a humorous poem to show the use of comparative adjectives. One of the pupils wrote, *He is stronger than an elephant who has eaten three Weetabix!* The pupils enjoyed this activity and were reluctant to finish at the end of the allocated time. The pupils demonstrated a strong commitment to producing good quality work.
88. In lessons tasks are well matched to the pupils' needs. The teachers check the pupils' work well. This helps the teachers to plan their work effectively. As a result the pupils complete their tasks and achieve well. The lower attaining pupils are given good additional help so they achieve well. Work is carefully matched for them so that their self-esteem is raised and they feel good about the amount and accuracy of the work they have completed in a session. Pupils' work is carefully matched to their level of attainment. This results in the pupils becoming confident and enthusiastic in their work. The pupils with statements of their educational need are fully included within the work of the class; their individual written or reading tasks carefully matched to their individual specific needs. In Years 5 and 6 the class teachers demonstrated high expectations of the pupils during literacy lessons and gave good levels of praise and encouragement as the pupils worked hard to meet their high expectations. The teacher in Year 6 chose poems designed to engage the interest of all the pupils in the class and this meant that the pupils are motivated to work hard and achieve well. The boys were particularly engaged by one of the chosen poems, which had a football theme. The teachers have very good relationships with the pupils and actively encourage them to improve their work. For example, in the Year 3 class, the class teacher encouraged the pupils to work with a partner to find words to describe a forest. This good use of partners enabled all the pupils in the class to have an opportunity to discuss the use of adjectives and to consider the use of alliteration. For example, *A deep, dark forest*. The teachers regularly use literacy skills in the support of other curriculum areas. In this way the pupils have many opportunities to develop and extend their speaking and listening, reading and writing skills. The pupils talk about their knowledge of The Plague and how it was spread and how some villages tried desperately to stop it spreading further.
89. The teachers beginning to gather together relevant data to track individual pupil progress. Tracking of pupils' progress and setting targets for pupils is still in its earliest stages of development. The teachers regularly mark the pupils' work and they make supportive and evaluative comments. They indicate their spelling mistakes and how pupils could improve their work. Reading is supported at home and the pupils regularly take home their books to read.
90. The enthusiastic English co-ordinator has worked hard to identify areas for improvement in standards throughout the school. The teaching of English has been monitored and feedback has been given to teachers in order to help and to encourage them to develop their work. English has a high profile in the school and this has a positive impact on the way the pupils use specific and effective vocabulary in their work.
91. There has been good improvement in the subject since the last report. While standards have been maintained and the quality of teaching remains good, the quality of the curriculum has improved and there is more effective use of assessment to analyse the school's performance. Also, there has been a good impact on the quality

of learning from the effective introduction of the literacy strategy.

MATHEMATICS

92. Pupils in Year 2 and Year 6 currently attain levels above those expected for their age in all areas of the subject. National Curriculum test results at the end of both key stages in 2001 indicate that the standard of attainment in mathematics was above the national average when compared with all schools and above the average when compared with similar schools. The number of pupils achieving the level 3 in Key Stage 1 and level 5 in Key Stage 2 was above the national average. Standards are rising gradually faster than the national trend. There are no significant differences in attainment between girls and boys although girls have performed slightly better than boys at age 11.
93. The improvement in attainment since the last inspection is apparent in the pupils' work and the lessons observed. Pupils with special educational needs have clear targets and are supported effectively in their learning.
94. The standards attained by pupils aged seven are above average and similar to those at the time of the last inspection. Progress in learning is good. The pupils learn well by building on previous knowledge. This reinforces their learning. Emphasis is placed on the acquisition of and understanding of mathematical vocabulary throughout the school. The youngest pupils are encouraged to find the 'lightest' and the 'heaviest' objects. They know their 2,5 and 10 times tables. Younger pupils are able to identify patterns of number when multiplying and dividing by 10 and can count in tens. They are able to weigh using grams. Their knowledge of 10 helps them estimate what objects will weigh in multiples of 10 grams.
95. Standards in Year 6 are above average. Mathematical understanding is developing across all aspects of the subject and there are strong cross-curricular links. Pupils at the end of Key Stage 2 have a good understanding of the properties of triangles. They know how many degrees there should be in the angles of equilateral and right angled triangles and put this knowledge to good use in their design and technology lesson.
96. Teaching is at least good with some instances of very good teaching in both key stages. Teachers' knowledge of their pupils and their very good relationships ensure that all pupils, whatever their ability, are given challenging questions which help them to develop their problem solving skills. Teachers demonstrate a secure knowledge and understanding of mathematics and the requirements of the National Numeracy Strategy. Lessons are well planned using the National Numeracy Strategy, with clear objectives, activities and some differentiation for pupils with special educational needs. The pace of most lessons is generally good, retaining pupils' interest and enthusiasm. Management of pupils is very good. Teachers use a range of different strategies to promote participation and enjoyment. Most lessons begin with a short period of mental activities. Year 6 accompany their times table practice with restrained rhythmic clapping which makes the repetitive exercise more enjoyable and effective. High expectations and effective pace of work promotes the good learning and pupils achieve well. Very good relationships both between pupils and between teachers and pupils promote positive attitudes towards the subject. Homework is set regularly and is relevant to the current lessons. It extends the what has been learnt in class. The contribution of information and communication technology to the subject is minimal.
97. The attitude to work of the majority of the pupils is positive. They show high levels of

interest, respond well, listen to others and they appreciate the achievements of other pupils. Most collaborate well when working on group tasks and are respectful to each other. They are confident to explain tasks and share their findings to adults or to the whole class.

98. Pupils in Years 3 and 4 demonstrated their knowledge of the properties of two- and three-dimensional shapes. They use mathematical terms, such as 'vertices' competently and most can identify a range of shapes, including more obscure solids such as square based pyramids and triangular prisms. Pupils are able to identify similarities and differences between the two- and three-dimensional shapes. They are able to present their reasoning logically and clearly. Pupils are encouraged by teachers' good questioning and are willing to try to explain how they achieve their answers even when they are not totally accurate. Pupils in Year 5 know and understand terms such as numerator and denominator when calculating fractions. They are able to find fractions of whole numbers and can transfer their knowledge to set their own problems for the other pupils to solve. For example "If Peter has 24 houses and sells one eighth, how many will he have left?" Other pupils in the class enjoyed this activity and worked together well to find several ways of finding the solution. More able pupils are given additional tasks to extend their learning. During the course of lessons many opportunities are given for pupils to revise earlier learning and to build on previous knowledge.
99. The policy was reviewed recently. The school has effectively implemented the National Numeracy Strategy and planning is appropriate. A range of methods is used to measure the pupils' progress.
100. The mathematics co-ordinator is newly appointed and is keen to raise standards. Assessment has been identified as a priority area for development. Currently assessment is based on whether pupils attain the objectives stated in the national strategy and national testing. Detailed records are kept of pupils' levels of attainment. The co-ordinator is also planning to develop the contribution that information and communication technology can make to the subject.
101. Staff have received in-service training and have benefited from the advice of the local education authority's Numeracy Consultant. Resources are sufficient to meet the demands of the curriculum and are in good condition.

SCIENCE

102. By the end of their time in the Reception class the children have a good knowledge and understanding of the world. The teachers build well on this foundation and pupils make the expected progress in Key Stage 1. At the age of seven standards in science are satisfactory. The pupils in Key Stage 2 achieve well and by the age of 11 these pupils attain good standards. Standards overall are, therefore, similar to those found at the time of the previous inspection.
103. The teachers' assessment of the pupils work in science at the age of seven show that attainment at the end of Key Stage 1 is close to the national average. By the end of Key Stage 2 at the age of eleven the results of national tests show that the number of pupils achieving at least the expected Level 4 is similar to that found nationally. It is significant however that more pupils (46%) than that seen nationally (34%) achieved the

more advanced Level 5 in the 2001 tests.

104. In both key stages there is good emphasis on the pupils developing the important skills of investigation. In Key Stage 1 pupils study natural and man-made materials, learning the properties which help them to identify one from the other. They investigate how the consistency and texture of materials change, such as when they mix the separate ingredients to make salt dough. In one good lesson, pupils made comparisons between unbaked salt dough and baked salt bread, discussing the different properties of the two, such as texture, consistency, colour and hardness. By comparing the weight, they realised that something had been lost from the lighter salt bread. Probing questions led to the realisation that the water had evaporated in the baking process.
105. A high level of scientific investigation was seen in a very good lesson in Key Stage 2 where the pupils tested the hypothesis that sugar particles would dissolve more quickly in warm water. The pupils in this lesson knew that they needed to keep all of the variables except one constant to make the test fair. They ensured that only the temperature of the water was different in each of the three containers. Their investigation led on to a discussion with the teacher about the reasons why the sugar dissolved at different rates. Very good probing questions were again used in this lesson. They led the pupils towards the knowledge that the links between molecules in substances such as sugar and salt can be released more easily with the energy from heat.
106. Good teaching is a feature of science lessons in both key stages, with some very good teaching in Key Stage 2. This is an improvement on the previous inspection when teaching in Key Stage 1 was satisfactory. Lessons are prepared well and give all pupils, including those with special educational needs, those from an ethnic minority and the more able, opportunities to learn and understand. When the teachers set up activities they give good support to all pupils and so help them to learn the skills needed to carry out their investigations. This ensures that all pupils have access to learning at a level that suits their needs, helping those who need to consolidate their learning and extending the learning for pupils who are ready to move on. The teachers use their day-to-day assessments of the pupils' work well to plan for further learning in their own classes. The use of assessment as a tool for monitoring the effectiveness of teaching throughout the school is underdeveloped, though. The good practice seen in some classes, where assessments are used well to set targets for the pupils' learning, is not consistent throughout the school.
107. In some lessons, computers are used very effectively to support and enhance the pupils' learning. For example, computer modelling was used by Year 6 pupils to show on graphs how warm water speeds up dissolving. The use of computers as a part of science lessons is not fully developed in the school, though. In some classes pupils only use computers to word process their work and few opportunities are provided to use them as a way of extending knowledge or carrying out further investigations.
108. In all lessons the pupils have very good attitudes to learning. This represents an improvement on the previous inspection. The pupils listen very well when lesson objectives are explained to them. They answer the challenging questions asked by their teachers thoughtfully, calling on their good knowledge and extensive practical experience to answer accurately. They work very well together in small groups when carrying out investigations and they support each other's learning well. For example, another pupil in her group showed one Year 6 pupil who was unsure how to accurately compare the temperature of solutions how to read the scale on a thermometer.
109. A very small number of older pupils work at a slow rate and need close supervision to ensure that they are not distracted from tasks which require them to seek information for themselves. The great majority of pupils in all classes take pride in the presentation

of their work, such as when recording results in tables, when labelling diagrams or when writing up an experiment. The pupils' own exercise books show a good standard of presentation of work. In these books there is clear evidence of the pupils being taught the conventions of presenting science work in a way which shows that they have learned and understood a lesson or topic. For example, Year 2 pupils recorded the results of an investigation in tabular form to show that they could compare at least three things that changed when their salt dough was baked.

110. Good progress has been made with the co-ordination of the subject. The curriculum is organised well to enable teachers to plan topics over a medium term and lessons over a short term by referring to a clear scheme of work. The leadership of the subject has improved since the last inspection. Some monitoring of planning and lessons has taken place. The co-ordinator plans to develop this role further so that stronger links between science and other subjects, especially design and technology and information and communications technology, can be made. Information from assessment could be better used as part of subject monitoring, such as where there are gaps in the coverage of the scheme of work and in the pupils' knowledge and understanding. Decisions can then be made early on in Key Stage 2 about setting specific learning targets for pupils who, with support, could cross the National Curriculum level thresholds and attain better results in the tests at the end of the key stage.

ART AND DESIGN

111. Standards of attainment by seven are similar to those expected. By 11 attainment is above expectations. All pupils, including those with special educational needs make at least satisfactory progress. This is an improvement since the last inspection. Although no art lessons were seen in Key Stage 1, judgements were based on discussion with pupils, work in sketch books, displays, photographs and art as part of other subjects.
112. The quality of teaching and learning as seen in Key Stage 2 is good. Teaching is carefully planned and the introduction to lessons includes clear objectives and high expectations. When the teacher introduces the lesson in an interesting and stimulating way pupils are more creative and imaginative. Teachers have sound subject knowledge and show interest and enthusiasm for the subject. Usually the pupils are given the resources to work with. This limits their creativity by reducing opportunities for them to choose which medium or technique to use.
113. Throughout both Key Stages the pupils build upon the skills and techniques that they have learnt earlier. In Key Stage 1 pupils are introduced to colour mixing with paints. They know how to mix primary colours and how to make shades lighter and darker. They like colour mixing so that they can 'match the colours you need for the face'. Pupils in Key Stage 1 are introduced to observational drawings and make good attempts to draw in pencil. This is developed in Key Stage 2. Pupils draw flowers and tomatoes from still life so that drawing techniques are developed well. In Key Stage 2 pupils can use light and shade to represent contour when drawing portraits. Some of the portraits are three quarter profile.
114. Insufficient use is made of Information and Communications Technology in art. Opportunities are missed to use technology as a creative tool as well as a vehicle for research.
115. There are works of famous artists displayed around the school, however pupils in Key Stage 1 were unable to recall the name of any famous artist. In Key Stage 2 pupils have studied the style of Matisse, Miro, Picasso and Braque. Their knowledge of art in other cultures has been further enriched by looking at pattern in Aboriginal painting and the

use of techniques found in African tribal art.

116. Pupils clearly enjoy their work and are keen to improve. They show a good level of interest and enthusiasm. Art often supports other subjects such as history and geography. There are examples in Key Stage 1 to show the use of colour in stained glass. The pupils have reproduced the stained glass Rose Window of York Minster. In Key Stage 2 a study of the ancient Greek civilisation provided an opportunity for pupils to make clay pots.
117. When pupils talk about their work it is clear that they are proud of it and enjoy seeing it displayed. Pupils' work is displayed carefully, showing that their artwork is valued.
118. Provision for pupils with special educational needs is good, as is the inclusion of pupils from ethnic minorities. They are given the opportunity to participate in all class art activities. In some classes the pupils with special educational needs receive additional support from a classroom assistant if required. Tasks are suitably modified to ensure that pupils with special educational needs are successful. The present arrangement for additional individual basic skills tuition means that these pupils may be disturbed in art lessons when they have settled to a creative, practical task.
119. Practical activities usually take place within the classroom. Room sizes are variable and in some instances pupils have very little room to move to use the materials they need. The resources for art are adequate to meet the requirements of the National Curriculum and they are in fair condition. Pupils show respect for the tools and equipment. Facilities for storage are limited. Most classes have a basic supply of resources but there is a 'central' stock of paper and equipment for general use stored in one classroom. This limits access to times when the classroom is not in use for teaching.
120. There are appropriate policies and guidelines for art and design which help the teachers to be effective in their planning.
121. Informally pupils are encouraged to review their work and how it could be improved. There are many examples of how art supports other areas of the curriculum. For example in science in Key Stage 2 the topic 'Change' is illustrated by the processes which take place when glue, icing sugar and salt react with coloured pigment. Art contributes to the pupils' knowledge and understanding of other cultures. Some pupils were creating patterns and pictures in the style of Aboriginal paintings and others have had the experience of painting in techniques based on African tribal art.
122. The subject is well managed and the policy was recently reviewed. Some elements from a nationally recognised scheme of work have been incorporated into the school policy where appropriate. Timetabling for art and design technology can be re-arranged within the timetable at the discretion of the class teacher so that there are longer periods of time available if a particular activity is likely to require more than one hour per week. This is a very flexible arrangement and benefits the delivery of the subject.

DESIGN AND TECHNOLOGY

123. Standards at seven and 11 are in line with national expectations. Pupils, including those with special educational needs and those from a minority ethnic background, make good progress over time. Standards are similar to those reported at the last inspection. Judgements are based on the observation of one lesson, the scrutiny of pupils' work,

displays and the contribution that design and technology has made to other areas of the curriculum, particularly science.

124. Since the last inspection the policy for design and technology has been reviewed and now includes guidance from a scheme of work found in use in many schools to improve planning and allow for the development of skills. No lessons were seen in Key Stage 1 but a scrutiny of photographic evidence of previous work and displays show that a suitable range of practical activities is provided as pupils move from class to class. Teachers show good knowledge and understanding of the subject. They expect pupils to be able to plan and solve the problems that they encounter when designing. Effective questioning challenges pupils to extend their learning. Pupils' are expected to produce a finished product to a good standard.
125. Pupils in Key Stage 1 have designed a purse and made a prototype using card. They are able to discuss the merits of using various materials and means of attaching the components together. One suggestion was to sew the material but the pupils emphasised the fact that the arrangement of the stitches was an important part of the design, showing that they have an awareness of the aesthetics of a product.
126. At the end of Key Stage 2 pupils were expected to solve the problem of creating a shelter for a model car. The emphasis is on producing a strong framework and the pupils decided that this could be achieved by attaching a triangular reinforcement to each joint. Pupils were limited to creating the basic structure from wooden strips to support the external material of the shelter. The pupils take into account, not only the size required, but the practical issues associated with choosing appropriate material for the purpose of the structure, such as weatherproofing. Pupils understand that design involves solving conflicting requirements and work well either independently or together to reach a solution. Pupils confidently use saws, chisels and clamps together with card and adhesive. Some of the tools were not in good condition and this frustrated those pupils attempting to cut the wood cleanly. There was appropriate emphasis on the care needed to use tools safely.
127. The subject management is good and makes a good contribution to the whole school management. Most of the resources were in reasonable condition but some need replacement. All pupils with special educational needs participate in all activities. When necessary they are supported within the classroom by classroom assistants to ensure they have full access to the subject.

GEOGRAPHY

128. Standards of attainment in Geography are satisfactory by both age seven and 11. In Key Stage 1 this is a similar to the standards attained at the time of the last inspection but below the level attained by pupils aged 11 at that time. Pupils, including those with special educational needs, achieve satisfactory standards.
129. No lessons were observed in Key Stage 1 and judgements are made from discussions with the teacher overseeing work in geography, talking to pupils and from the scrutiny of work, displays and photographs.
130. Key Stage 1 pupils have satisfactory knowledge of their own village and of other towns and countries. At the end of Key Stage 2, pupils have some knowledge of the features of a river. They can identify the various stages of a river's development from photographs and can justify their opinions through reasoned debate. Pupils' understanding of the impact of development on the environment is in line with that

which is expected of pupils of this age.

131. Overall, the teaching is satisfactory and there were some examples of good teaching. Pupils' work is regularly marked. When the marking of pupils' work includes constructive commentary, pupils achieve higher standards. Pupils' attitudes and behaviour are very good. They have a positive attitude to learning. Teachers set clear learning objectives and have high expectations of pupils.
132. In Key Stage 2 there are links to other areas of the curriculum particularly history. Good questioning to compare and contrast their village of Melbourne with the city of Melbourne in Australia encourages pupils. The pupils of higher ability gained much information from their study of the maps, such as learning that Melbourne in Australia is an industrial area. Pupils' experiences include practical work in the local area and field study work. There is a residential visit to Arnside in Cumbria which focuses on geography fieldwork. These experiences enrich the subject curriculum and extend the pupils' appreciation of how other people live.
133. Resources for teaching the subject are satisfactory and easily accessible. There are different types of atlas, maps and photographs used to illustrate the main points within lessons. Information and Communication Technology is used most frequently for teaching purposes. There is a large, interactive touch screen for demonstration purposes. Pupils in Key Stage 1 made good use of the internet to find out about the weather in Melbourne, Australia and pupils in Key Stage 2 accessed an internet web site to find out information about transport in Melbourne, Australia.

HISTORY

134. No lessons in history were seen during the course of the inspection. Judgements are based on scrutiny of pupils' work, discussions with pupils and the subject leader.
135. Standards of attainment are average by the age of seven and 11. Pupils including those with special educational needs make satisfactory progress in their learning. Standards and pupils' progress are similar to those at the time of the previous inspection.
136. Pupils in Key Stage 1 were able to retell the story of the 'Fire of London'. They know where and how it had started and why it spread so quickly. They understand the difference between living 'then' and 'now'. They had difficulty recalling any other historical event. In Key Stage 2 pupils have concentrated on local history and have interviewed older people. They have recorded the experiences of people who lived through the Second World War and how education, recreation and job opportunities were different to those of the present day.
137. Displays of work, for example on Ancient Greece, contain mainly copies of historical artefacts and examples of art design and help to extend pupils' knowledge of the subject. The co-ordinator is recently appointed and would like to up-date the existing policy. Resources are adequate but need to be reviewed at the same time as the policy. The allocation of time for history, presently alternating with geography, should also be reviewed, as there appears to be an imbalance in favour of geography.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

138. By the ages of seven and eleven the pupils' standards are similar to the levels expected

of pupils of their age. It appears that this is not as positive a position as that at the time of the last inspection. However, although standards of information and communications technology (ICT) are not consistently developed throughout the school, there are pockets of good practice and significant improvements have been made. The subject co-ordinator is very knowledgeable and has provided a very clear scheme of work for the teachers to follow. There are satisfactory modern and up-to-date resources in the school. The staff are working hard to provide experiences for the pupils which will develop their skills and allow the pupils to use their skills in other areas of the curriculum. The teachers all use ICT to plan their lessons. They have become more confident in using the computers and are looking forward to their additional training to develop their levels of expertise. The school has worked hard to move forward. With this very rapid development in the subject the school is well placed to ensure the pupils make rapid gains in their knowledge and understanding of the ICT in the very near future.

139. By the age of seven the pupils' attainment is close to the level expected. Although the pupils receive satisfactory teaching there is limited equipment and pupils do not have sufficient time to learn and practise the skills of ICT. The pupils have opportunities to use the computers but not all are secure in their use as their opportunities to practise new skills are limited. To exceed national expectations the pupils need more time to use computers so that they can practise the skills they have been taught more frequently.
140. In Year 1 the pupils select clip art pictures assemble data about themselves. In Year 2 the pupils sort this data to produce graphs which collate and display the class information. The pupils find information from CD ROMs in support of their Literacy lessons. Lower attaining pupils are helped to input missing words into a given piece of text in support of their religious education lesson.
141. By the age of 11 the pupils' standards are close to the levels expected. Although there are pockets of good teaching and good experiences planned for the pupils there is no way of checking what the pupils can do already and what they need to do next to develop their skills. The co-ordinator has rightly identified this as an area for development in the school.
142. In Years 3 and 4 the pupils use the computers in support of a wide range of subject areas. The pupils in Year 3 have created their own artwork on the computer and have saved their work to a specific folder on the computer. In Year 4 the pupils have e-mailed a different school to ask them questions about their locality. This is in support of work they are doing in geography lessons. The pupils have sent and received e-mails and have accessed the Internet to find out information. Year 5 pupils have used the computer as a tool to evaluate the results of their design and technology projects.
143. In Year 6 the pupils use the very good resources in the classroom to good effect. They use sensor equipment linked to the computer to track the results of their scientific investigations. They use the interactive white board to aid their geography lessons and demonstrate their understanding of geographical terms as they relocate labels to show how a river erodes and deposits materials. If similar examples of good practice were used consistently throughout the school, expectations would be raised and the pupils would develop the more advanced skills needed to reach national expectations.

144. The teachers have worked hard since the previous inspection to improve their teaching in this subject area. Each member of the teaching staff plans all lessons on the computer. The teachers continue to work hard to develop their skills but recognise that they need further training to improve. The subject plans are clear and detailed but teachers' planning does not always include work planned for information and communications technology. The teachers do not have any method of checking what the pupils can do and what they need to do next. This makes planning appropriate experiences difficult.
145. The co-ordinator is both very knowledgeable and enthusiastic. He gives good help and guidance to his colleagues and has helped to develop staff confidence and expertise. He has prepared a detailed action plan for the subject and recognises that the school has made significant developmental steps since the last inspection but that there is still more to do. He is skilled in the use of information and communication technology and has developed exemplary lessons using the white board. There is a satisfactory quantity of hardware and software to support the subject in the school, the co-ordinator recognises the need to keep pace with change so that all pupils can have improved access to the technology they need to improve their skills. As yet there are no whole school assessment procedures in place and this is the next phase of development for the subject.

MUSIC

146. By the age of seven the pupils' attainment is satisfactory. These standards are similar to those seen at the time of the previous inspection. Standards in Key Stage 2 are good. Standards have been maintained since the previous inspection.
147. There were few opportunities to observe lessons during the inspection and so it is unrealistic to make an overall judgement of the quality of teaching. However, the one lesson seen provided good opportunities for the pupils to learn to about tempo when accompanying their own singing, to compose percussion rhythms and to express their feelings in response to music that conveyed different moods.
148. The pupils sing tunefully in singing practice. The words they are singing are distinct and they follow the tempo of the music accurately.
149. Pupils who wish to develop their musical skills have good opportunities for learning from lessons with visiting specialist teachers. These pupils learn to play woodwind and brass instruments to a good standard. They have good opportunities to show what they have learned when they perform in assemblies and concerts. A lunch time club enables pupils to learn to play the descant recorder to a good standard and these pupils, too, play to audiences regularly.
150. Linking the teaching of music to themes in other subjects enriches the curriculum and makes a very good contribution to the pupils' spiritual and cultural development. For example, pupils learn about the richness of music in other cultures when they listen to and perform music in the African style as part of a topic on Africa. Older pupils from a local high school visit to show and play for the pupils the wide range of instruments that are available to learn in the secondary curriculum.

151. A published scheme provides an effective framework for teachers' planning. The scheme identifies a clear progression of skills so that the teachers can track the pupils' learning, although no formal records of the pupils' achievements are kept. The subject leader monitors the planning of other teachers to ensure that all pupils receive their entitlement to a full and enriched curriculum.

PHYSICAL EDUCATION

152. The pupils achieve well in both key stages and, by the time they reach the ages of seven and 11 their attainment is good. At the time of the last inspection, attainment in Key Stage 1 was satisfactory so, overall, standards have improved since then.
153. The quality of teaching is good. Pupils are taught to warm up safely at the beginning of the lessons and to cool down at the end. They are taught to use equipment and apparatus safely and to extend their skills by thinking about fresh challenges. The teachers guide the pupils' learning well and ensure that all pupils develop their skills by observing and evaluating each group in turn. There are good opportunities for pupils to evaluate each other's work and to discuss the quality of what other pupils do. It is done in a supportive and encouraging way, helping all pupils to feel successful and giving them confidence to try more difficult things. Work of this type makes a good contribution to the pupils' social development.
154. The subject curriculum is organised well so that the pupils are given a good range of sports and physical education. A rolling programme of gymnastics, dance and games enables pupils to learn whether they have particular skills in one discipline or another. Association football, hockey, netball and rounders are all included in the programme of games activities for the pupils in Key Stage 2. Swimming lessons are organised for pupils who have not yet achieved the expected standard of swimming from attending private lessons provided for by their parents.
155. Some pupils join the optional sports clubs run at lunch times so that they can use their skills in competition with other schools. These opportunities enrich the curriculum and have a good impact on the social and personal development of the pupils. Similar opportunities for inter-school sports and netball competitions enable all pupils to feel that they can make a contribution to the sporting successes that the school enjoys, such as winning the netball tournament and the Sports Day competition between local schools. A residential visit to an outdoor education centre provides older pupils with the chance to experience adventurous activities, such as the teamwork required from the challenge of using both physical speed and accurate map reading skills round an orienteering course.
156. The subject leader has made good progress with the improvement of the curriculum by introducing a new scheme of work and, following training from the local education authority, promoting a programme for developing dance skills throughout the school. Further training of is planned to enable the subject leader to promote outdoor activities and extend the range of opportunities available to pupils.

RELIGIOUS EDUCATION

157. Standards in religious education are good in both key stages, representing attainment that is the same as that found in the last inspection. The locally agreed syllabus for the subject is used well as the foundation for the curriculum and provides a rich source of ideas for teachers to plan their lessons.

158. Evidence of how well the pupils learn can be seen in their workbooks, which show a keen interest in, and knowledge of, the festivals, stories and characters associated with the rich diversity of faiths in the world. For example, pupils in Key Stage 1 reflect thoughtfully on the caring qualities of Jesus when he invited the tax swindler Zacchaeus to join him for a meal. Older pupils analyse the special qualities of moral strength and commitment needed by spiritual leaders such as Moses, and compare these with the different qualities of compassion and humility shown by Jesus.
159. The sample of lessons seen was too small to judge the overall quality of teaching, but pupils were seen to be working conscientiously in lessons. The work they were producing gave a good indication that they enjoy what they learn and respond well to the teaching.
160. The locally agreed syllabus is enhanced by the provision of an accompanying scheme of work, which follows a cycle of topics to be studied. The two strands to the scheme, 'Reflection and Response' and 'Knowledge and Understanding', provide a very good range of experience and learning in the topics covered, such as the meaning of prayer, the imagery of light in religion, the significance of pilgrimage and moral questions of justice and freedom. Consequently, over time, the pupils become more aware of the nature and meaning of religion. By the end of Key Stage 2 they have a good understanding of the principles and commitments that underpin faith. Their spiritual awareness and moral development are enhanced by the quality of the curriculum provided.
161. A wider knowledge of the diversity of faith and worship is provided by talks from, for example, friends of the school who are members of the Jewish and Moslem faiths. Pupils have visited a Buddhist temple to broaden their understanding of the concept of worship.
162. The subject leader has monitored planning carefully to ensure that planned lessons meet the requirements of the agreed syllabus. To enrich the curriculum the school has needed to borrow resources from local high schools at times as there is a lack of good quality artefacts and books for religious education available in the school.