

INSPECTION REPORT

POOL-IN-WHARFEDALE CE PRIMARY SCHOOL

Pool-in-Wharfedale

LEA area: Leeds

Unique reference number: 108000

Headteacher: Mrs L Hodson

Reporting inspector: Mr D Speakman
20086

Dates of inspection: 10th – 11th February 2003

Inspection number: 246750

Short 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

School category: Voluntary controlled

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Arthington Lane
Pool-in-Wharfedale
Otley
Leeds

Postcode: LS21 1LG

Telephone number: 0113 2843151

Fax number: 0113 2037852

Appropriate authority: The governing body

Name of chair of governors: Mrs V Sellars

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20086	Mr D Speakman	Registered inspector
19727	Mr E Langford	Lay inspector
8316	Mrs J O'Hare	Team inspector

The inspection contractor was:

Serco QAA

Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated close to the centre of the village of Pool-in-Wharfedale, near Leeds. It is a voluntary controlled Church of England School. It draws its pupils mainly from the local area, but about one third of the pupils come from Arthington, Otley, Leeds and surrounding districts of North Yorkshire. The socio-economic circumstances of the pupils are broadly average with two per cent receiving a free school meal. However, the school has evidence to indicate that a greater proportion is eligible and this means that the figure for free school meals does not necessarily give an accurate representation of the pupils' socio-economic circumstances. An above average number of pupils join or leave the school at short notice. Children's attainments on entry are broadly average. At the time of the inspection, there were 151 pupils on roll, of whom 27 had special educational needs. This is an about average proportion. Special educational needs include specific learning difficulties, behavioural problems and speech and communication difficulties. Four pupils have a Statement of Special Educational Needs, which is well above average. Thirteen pupils come from ethnic backgrounds other than UK White. Five pupils speak English as an additional language, with the main other languages being Spanish, German and Ghanaian. However, all pupils speak English well and none receive additional external support. A very small number of pupils come from traveller backgrounds and receive external support. There are about the same number of boys and girls. Since the previous inspection more than one half of the teachers are new to the school, including the headteacher.

HOW GOOD THE SCHOOL IS

This is an excellent school with many excellent and very good features. Attainment on entry is broadly average for most children and pupils attain well above average standards by the time they leave the school at the end of Year 6. Pupils do very well because of the high quality of teaching and the outstanding leadership and management of the headteacher, who receives very good support from the staff and governing body. Pupils develop very good attitudes to their learning, behaviour is very good and relationships between members of the school community are excellent. The school provides excellent value for money.

What the school does well

- Very good teaching and learning enable pupils to achieve very well and attain well above average standards in English and mathematics. Standards in other subjects are high.
- Provision for pupils' personal development is excellent, and results in pupils' very good attitudes, behaviour and excellent relationships.
- Leadership and management are excellent and underpin the very high quality of education provided by the school.
- The curriculum is excellent. It is very well enriched through valuable links with the wider community and supports the rich and stimulating learning environment

that encourages pupils to enjoy school.

- The school cares very well for all pupils, including the monitoring of their personal and academic progress. This enables it to support very effectively the progress of pupils at all levels of attainment.

What could be improved

- Facilities for outdoor learning for children in the Foundation Stage to further improve their physical development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has shown a very good level of improvement since it was last inspected in November 1997. Standards in the Foundation Stage have been maintained and children continue to achieve standards that are above those expected for their age. Standards in English, mathematics and science have improved and are now well above those expected for pupils by the end of Years 2 and 6. Standards in information and communication technology are better and above those expected for pupils at this age. Overall, very good standards have been maintained against a climate of change of staff and leadership. The quality of teaching and learning has improved. At the time of the previous inspection teaching was judged to be satisfactory overall; now it is very good throughout the school. Leadership and management of the school are now excellent. The governing body has made very good progress in addressing the key issues raised at the time of the previous inspection.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	B	A	B	B	well above average A above average B average C below average D well below E average
Mathematics	C	A	D	D	
Science	B	A	B	B	

In the National Curriculum assessment tests in 2002, Year 2 pupils achieved well above average results in reading, writing and mathematics when compared to all schools nationally. When compared to similar schools, results remained well above average in reading, but were very high (in the top five per cent of similar schools) in writing and mathematics. Teacher assessments in science indicate very high standards. Results at the end of Year 2 have improved at a rate better than the national trend of improvement since 1998. At the end of Year 6, results fell last year because there was a high proportion of pupils (about one third) with special educational needs in that class, who achieved results below those typical of the school.

Inspection evidence indicates that standards are above average for children in the Foundation Stage, and the majority of pupils are well on course to exceed the Early Learning Goals for children of this age. Children in the Foundation Stage achieve very well. By the end of both Years 2 and 6, standards in English, mathematics and science are well above average and pupils continue to achieve very well throughout the school. The school sets challenging targets for the proportion of pupils attaining the nationally expected levels in the National Curriculum assessment tests in English and mathematics. These are set above the national average. The target for English was met, but the school failed to meet its target in mathematics last year. Challenging targets are set for 2003 and it seems likely that the school will meet them. Standards of literacy and numeracy in other subjects are high. Standards in information and communication technology are above those expected for pupils of this age. The school has a good record for achievement in physical education and music in its extra-curricular activities, indicating high standards. Attainment in art and design is high. The achievement of pupils with special educational needs is very good throughout the school because of the very good quality support they receive. Those with English as an additional language, traveller children and higher attaining pupils also achieve very well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes towards school and their work are very good. They enjoy school. In lessons they show high levels of interest and enjoyment in their tasks. Pupils make visitors very welcome and are proud of their school.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons, assemblies and around the school. They are self-controlled and the very good behaviour enables teachers to get on with teaching so that the pupils make very good progress.
Personal development and relationships	Excellent. Pupils show exceptional levels of responsibility and initiative. Relationships between pupils, and between pupils and adults are excellent throughout the school, and levels of pupils' co-operation with teachers and other adults in the school are very high. Pupils' respect for others' feelings is first rate.
Attendance	Attendance is very good; it is well above the national average.

TEACHING AND LEARNING

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

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

The quality of teaching is very good and leads to pupils' very good learning. Teaching of English and mathematics is very good across the school. Literacy and numeracy are also taught very well because teachers have a secure understanding of how to teach these skills.

The quality of teaching in over three-quarters of the lessons seen was judged to be very good or excellent. Features of these lessons included an enthusiasm for what was being taught that was transferred to pupils and, therefore, stimulated their enthusiasm. Very brisk pace and the use of challenging questions to provoke thought and extend learning resulted in a very good pace of learning. Teachers have high expectations of their pupils and set challenging tasks. Good use of praise and encouragement and interesting strategies motivates pupils and encourages them to work hard. Teachers know their subjects very well and their clear explanations ensure that all pupils understand what they are to learn. Teachers are skilled in identifying where pupils have not understood, and give sensitive support. As a result, pupils make very good gains in their learning. The school meets the needs of all its

pupils well. Tasks are planned to challenge pupils at all levels of attainment. Pupils are taught to learn very effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of opportunities for learning provided by the school are excellent for children at the Foundation Stage and for pupils in Years 1 to 6. The breadth and richness of the curriculum is highly supported by the school's links with the wider community. It is well balanced and achieves a high level of relevance through planned opportunities for pupils to use and apply their skills.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is excellent. Clear procedures are in place to support the identification and assessment of pupils from an early stage. Individual education plans are carefully and thoughtfully prepared. Targets clearly identify the main priorities, and teaching and assessment procedures are carefully arranged. Pupils receive high quality support both in and out of class.
Provision for pupils with English as an additional language	This is very good and enables these pupils to be fully included in all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. It is excellent for their moral and social development and very good for their spiritual and cultural. This provision supports the very positive attitudes, very good behaviour and the excellent relationships and personal development of the pupils.
How well the school cares for its pupils	The school cares very well for its pupils. Arrangements for the welfare, health and safety of all its pupils are very good. Day-to-day personal support and guidance for pupils is of a high quality. Very effective assessment procedures are used very well to ensure that all pupils are provided with work at an appropriate yet challenging level.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The leadership of the headteacher is outstanding and she receives high quality support from the deputy and curriculum co-ordinators. Their work is highly effective and they have established an extremely clear vision regarding the development of the school. This is very clearly

	communicated to, and shared by, all members of staff.
How well the governors fulfil their responsibilities	This is very good. Governors are fully involved in the school. They are conscientious, well organised and fulfil statutory responsibilities very well.
The school's evaluation of its performance	This is excellent. The school's development is very heavily based in, and supported by self-evaluation. The headteacher, staff and governors work very well together to identify the school's strengths and areas for development. The headteacher rigorously monitors teaching, learning and standards, and subject leaders make a highly valuable contribution to the school's drive for high standards through effective monitoring within their subjects.
The strategic use of resources	The financial management of the school is very good. The school takes great care to ensure that spending is targeted well and linked to priorities in the school improvement plan. Close monitoring of spending decisions reflects the careful consideration given to the impact of financial commitments on standards so that best value is achieved.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school.• Their children are making good progress.• The quality of teaching is good.• They feel comfortable about approaching the school with questions or concerns.• The school's expectation of pupils to work hard and do their best.• The school is helping pupils to become mature and responsible.	<ul style="list-style-type: none">• There were no points about which the parents had strong feelings.

The inspection team agrees with the parents' views on the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Very good teaching and learning enable pupils to achieve very well and attain well above average standards in English and mathematics. Standards in other subjects are high.

1. The quality of teaching is very good at all stages of the school. This is an improvement on the previous inspection, when good teaching supported above average standards. Out of 22 lessons seen during the inspection, the quality of teaching in five was excellent, in 12 it was very good, four lessons were well taught and it was satisfactory in one. Children enter the nursery with attainment that is about average for their age. Due to very good teaching they surpass the recommended levels by the time they leave reception. Standards are well above average overall by the time pupils reach the end of Year 2 and are well above average by the end of Year 6. The teaching of mathematics, English and science is very good. Basic skills, including literacy, numeracy and computer skills, are taught very well across the curriculum and support the overall well above average standards these pupils attain. Parents are correct in their highly positive view on the quality of teaching.
2. Very good learning begins from the time children enter the school. The quality of teaching in the Foundation Stage is very good and children are made to feel comfortable in school and they soon become enthusiastic learners because learning in the reception class is made interesting and enjoyable. Children's interest and enthusiasm is captured at the beginning of lessons when the tasks for the session are explained in a challenging yet supportive way. Introductions to sessions such as, "Today we are going to write a book" immediately interest the children. The reception teacher is very skilled at teaching literacy. Her planning is of a high quality and she very effectively combined the development of speaking and listening with reading and writing in a literacy session seen during the inspection. Appropriate activities were planned for each ability group. Higher attaining children were successfully putting words into sentences. Average attaining children were copying words onto their white boards with well-formed and legible writing. The lower attaining children were copying words correctly, although a small minority failed to leave spaces between words. The majority of children were able to read words from the board and decode new words accurately. The standard in literacy is above the level expected for pupils of this age and children will exceed the Early Learning Goals by the time they enter Year 1.
3. Reception staff work as a team very well and whether children are in the care of the teaching assistants or the class teacher, they are very well supported and learn rapidly. This was seen when the teaching assistant took a group of pupils to make valentine cakes. Pupils were able to read numbers accurately and from the recipe they were able to decide that they needed 225 grammes of flour. They read the other amounts confidently and then they accurately weighed out the ingredients. During this activity they learn about shape through deciding

what shape of cakes they are going to make. This demonstrates an understanding of numeracy and shape that is typical of older children. Learning is made fun in the reception class. The staff have created a cave, which provides an excellent learning environment and which children enjoy using. Whilst a group were making their valentine cakes another small group were learning independently in the prehistoric cave. They were fishing for numbers and this was a highly effective strategy for consolidating recognition of numbers.

4. Other aspects of the areas of learning are very well catered for in the reception class. Children develop good early ideas about science when they make cakes. Through this activity they learn that heat changes things and that they cannot retrieve the original ingredients. They learn effectively about how things change over time. When they were deciding what to put in their cave, they decided that plastic drinking vessels were not appropriate, as they rightfully thought, cavemen didn't have plastic. To replace them, they hollowed out melon halves and decided that these were appropriate drinking cups for the age. The cave is adorned with leopard skin garments and logs to sit on, which effectively transport children back into another time. The teacher seizes every opportunity to present the children with meaningful learning experiences. At the beginning of an afternoon session, she presented the children with a special delivery parcel and the mystery immediately captured their interest. Inside was a thermometer and pupils recognised that the temperature shown was different from the clock-style thermometer on the wall. Children were amazed when they saw the temperature rise when the other one was brought into the room. The class teacher seized this opportunity and children learned valuable knowledge about temperature and how it can vary within a short distance. Their knowledge and understanding of the world are very well developed through activities like this.
5. Very good teaching supports high quality learning throughout the rest of the school and the well above average standards pupils attain. In the National Curriculum assessment tests at the end of Year 2, results are well above average in reading, writing and mathematics when compared to all schools nationally. When compared to similar schools, results remained well above average in reading, but were very high (in the top five per cent of similar schools) in writing and mathematics. At the end of Year 6, results were disappointing last year. When compared to schools nationally and to those with a similar social context, results in English and science were above average, but below average in mathematics. The results fell last year because there was a high proportion of pupils (about one third) with special educational needs in that class, who achieved results not typical of the school. Inspection evidence shows that standards have again risen and are currently well above average in English, mathematics and science. The quality of teaching in these subjects is very good and supports the very good achievement and high attainment.
6. Teaching in literacy lessons is of a consistently high quality throughout the school. Teachers in Years 1 and 2 develop basic skills very well and this is based on their very good knowledge of the subject and of the National Literacy Strategy. In a Year 1 lesson, the teacher showed very good technical knowledge and was able to explain very clearly how the pupils were to develop their reading skills using their knowledge and understanding of phonics. In a

Year 2 lesson, the teacher explained very clearly about instructional writing and how it differs from non-fictional text. She used her very good knowledge of the subject to explain formats and talked about appropriate, but unusual, vocabulary. Consequently, by the end of Year 2, higher attaining pupils are able to recognise captions and clearly explain the difference between these and sentences. They know how to shorten sentences and, therefore, have made a very good impact on starting to write for different purposes. Their knowledge of words is very good and well above that expected for pupils of this age. They define words such as 'emerging' as 'coming out' and are able to explain clearly and accurately what compound words are. They also use these in sentences properly. Average attaining pupils are able to explain and write accurately processes, using a good level of vocabulary. Their handwriting is fluent and well formed. With the occasional help from adults, lower attaining pupils write good quality captions and sentences for a sequence, such as the illustrations for the life cycle of a frog. Pupils with special educational needs make similar progress and some are able to complete this activity satisfactorily without adult support.

7. By the time pupils reach Year 6, high standards have been maintained and pupils continue to achieve very well. Prompt and purposeful beginnings to lessons set a very good tone for learning and the teachers' clear explanations make pupils interested in learning. When Year 6 were studying a poem 'Dear Mum – a letter from Brian' the teacher evidently knew the poem well and gave a clear and very good explanation of the background to the poem. She took the opportunity to explain why Brian felt he had to write this letter and this prompted a discussion of high quality in which the pupils explored the reasons why we sometimes feel the need to make convoluted excuses. The teacher really explored the vocabulary and effective expression. This enabled pupils to produce very good quality writing in which they successfully adopted an appropriate style. Pupils were exploring alternative synonyms to improve meaning and to suit the context. Others wrote narrative poems of a good quality and appreciated how to construct a poem successfully. Pupils' reading is of a high standard. Pupils read a variety of texts, ranging from autobiography to fiction to humorous, horrific science fiction. All are confident and enthusiastic readers who have reached the stage of more advanced reading skills. They explain preferences in their reading and give good reasons why they prefer certain types of books. They can infer and deduce from what they have read and predict what might happen next in the story. When appropriate they respond very well to, and appreciate, the humour in books.
8. In mathematics the quality of teaching is again very good, although excellent teaching was seen in more than one class. Tasks are challenging and encourage pupils to think carefully. When pupils respond with answers that clearly demonstrate a very good understanding of the topic being learned, the teachers rethink and adapt their planning and make the questions even more challenging to move pupils' learning forward. This was seen in a Year 3 mathematics lesson when, in the mental maths start to the lesson, pupils were asked to roll a die and to place each digit, without knowing what was coming next, to make the largest or smallest number less than one thousand. Pupils had a very good grasp of place value and it was obvious from the answers pupils were giving in response to the questions, that they could easily cope with

the level of questioning. The teacher responded excellently, by immediately making the questions more difficult and challenging, and enabling pupils to attain very high standards in this lesson. Teachers use time very effectively and one aspect of excellent teaching skills seen in a Year 5 mathematics lesson showed how first-rate planning can be used to develop and consolidate pupils' knowledge and understanding in more than one aspect of mathematics. In a very enthusiastic way, the teacher asked questions such as "How many sides in six octagons?" This was a highly effective session that skilfully tested and consolidated pupils' knowledge and understanding of shapes and of pupils' recall of multiplication bonds, and enabled all pupils to achieve high levels of attainment in more than one area of mathematics. The teacher's enthusiasm was transferred to the pupils who answered the challenging questions with high levels of eagerness.

9. By Year 6, pupils are attaining levels that are high when compared to the national expectations for pupils of their age. Examples of work at the higher levels were seen in higher, average and lower attaining pupils' books. They use brackets competently when solving number problems and are very familiar with the related mathematical conventions. They add, subtract, multiply and divide accurately with decimal fractions and use ratio well when working out the answers to these types of problems. They have a very good understanding of place value in number and use this properly when multiplying decimal fractions by ten, 100 and one thousand. They use negative numbers very accurately, both in context such as reading temperatures and in theoretical calculations. This is typical of their very good skill level in using and applying their knowledge and understanding of a wide range of mathematics. Lower attaining pupils and those pupils with special educational needs are enabled to achieve high levels through the high quality support given to them by the teaching assistants. In a Year 6 lesson, the teaching assistant worked very effectively with this group, keeping them on task, managing their behaviour very well and thus supporting the teacher to a degree that enabled her to teach the whole group. This high quality support is also seen in other classes and the support of the teaching assistants makes a valued and valuable contribution to the high academic standards seen in the school.
10. Teachers have a very secure knowledge of information and communication technology and this supports the above average standards in this subject. Teachers explain very clearly and in language that all pupils can understand, how they complete some complicated procedures. Year 3 pupils were seen working and transferring information and 'files' from one program to another. Pupils were gathering weather data on a Caribbean island to make up a holiday folder. In another lesson they were downloading images or creating designs to be used as a basis for making repeating patterns. In the art and design activity pupils created a design in an appropriate art program and then imported it into 'text ease', where they worked on the designs to make interesting repeating patterns. In the geographical activity, pupils researched the Internet, downloaded information and again imported the data into 'text ease', where they built a holiday information folder. In both activities, teachers had very high expectations of the pupils, explained procedures very clearly and enabled pupils to attain standards expected of older pupils. When demonstrating though, pupils

have to sit and look at what is happening on a small monitor, as the school does not have an interactive white board or computer projector. However, teachers and pupils cope with this very well and teachers manage to provide very high quality teaching that supports standards above national expectations.

11. The standard of work in art and design is well above that generally seen for pupils of this age because this subject carries a very high profile in the school. High standards are seen in all stages of the school and pupils' progress in the development of skills is very good. High levels of creativity are evident. Pupils take a pride in the quality of work and in the presentation and finish.
12. Artists in school have supported the pupils in the production of four, large-scale, high quality murals based on the four elements; water, fire, air and earth. These were produced as collaborative efforts and each involved pupils from a combination of year groups. They were produced using acrylic paints and each has a distinctive style. 'Earth' is based on an aboriginal design, 'Air' on the work of Van Gogh, 'Water' is based on Monet's 'Starry Night' and 'Fire' on mythology. Sketching skills are of a high quality as seen in 'half and half' expression portraits. Pupils use half a portrait from a magazine with the second half completed through sketching a symmetrical reflection. Pupils managed to preserve shape and scale, use shading to add expression and depth to the pictures and to represent depth of tone and shade. Pupils produced some high quality three-dimensional work following a visit to Newby Hall, Ripon. They made abstract sculptures using boxes, tubes etc and covered them with 'modroc' to give the final sculptured effect, which was of high quality. The high quality art and design work is also recognised by the wider community. A local solicitor and *The Yorkshire Post* have sponsored a calendar competition to which Leeds schools entered paintings or sketches. Out of the 12 pieces selected, the school had four featured, including that of a reception child, who won and has designed the front cover. Design elements are evident in the city. Pupils have designed flowerbeds for the Leeds in Bloom competitions. They had to design a pattern for a flowerbed to be planted outside of the town hall in Leeds. The school provided two of the five winning designs.

Provision for pupils' personal development is excellent, and results in pupils' very good attitudes, behaviour and excellent relationships.

13. Provision for pupils' personal development is excellent. This is because the school is a welcoming and friendly community with a wide range of opportunities for pupils to form excellent relationships, develop independence and use their initiative. As a result, pupils achieve high standards in their work and in their behaviour and attitudes towards each other. The school is regarded and treated by staff, pupils and parents, as a family unit where young pupils mix with older ones and are looked after and helped by them. This forms part of the basis of the excellent relationships between pupils, and between pupils and adults.
14. Opportunities for pupils to develop their very good social skills and to develop very positive attitudes towards other pupils begin in the reception class. In a wide range of activities, pupils are encouraged to take an active role in their learning and to make decisions, thus developing initiative and independence.

When baking cakes, pupils were encouraged to weigh out their own ingredients, prepare the dough and make their own decisions on the shapes of cakes they make. When they were making the cakes, children quite happily took turns to mix the dough, roll it out or to cut shapes. Activities of this nature effectively support children's personal development and help them to form strong and caring relationships with each other.

15. The excellent opportunities for pupils' personal development are continued as the pupils get older. Throughout their time at the school, pupils are presented with opportunities to make decisions based on their own assessments of other's views. In a religious education lesson in Year 5, which was based on 'The Good Samaritan' parable, pupils were asked to put forward the viewpoints of the priest, the Levite and the Samaritan and to justify the actions they took. The rest of the class were then asked to judge whether their reasons were justifiable and whether their behaviour represented a good life. This demonstrated pupils' growing maturity in how they work, their skills in articulate communication, and their ability to take responsibility. By Year 6, they blend a high level of independence with excellent relationships with other pupils and adults. Their high levels of co-operation and very good communication skills strongly support their learning. Parents are right in their very positive views on the behaviour and attitudes of the pupils. During the period of inspection, no incidents of inappropriate behaviour or oppressive attitudes were seen.
16. Pupils' high level of social awareness is further fostered through the school's wide range of opportunity for them to help others through charity work. The school is very involved in a wide range of charitable activities that support the needy close to home and those farther afield. They support local charities through the church, such as a local hospice, and national appeals such as the Royal National Lifeboat Institution, or Cancer Support charities. Farther afield, the school supports a child's education in Uganda, has sent books to Durban and has helped to sponsor the work of a local aid worker whilst working in Peru. Pupils make a positive contribution to the school and how it is run. Representative pupils of all ages are involved in decision making through the Pupils in Partnership Committee. At meetings, pupils put forward the views of their classes on aspects of the school's development.
17. Provision for pupils' moral development is excellent. This is an improvement since the time of the previous inspection, when it was very good. Pupils are encouraged to consider the effect of their actions on others and to moderate their behaviour accordingly. As a result, behaviour is very good in lessons and around the school. Teaching assistants and external agencies effectively support pupils who find it difficult to behave in an acceptable way through individual support and approved, special programmes to help moderate their behaviour. All pupils are encouraged to consider the feelings of others and the result is that there is an ethos of respect for others, in which all pupils, regardless of ability or background, can feel secure. This helps pupils to grow in self-confidence as they pass through the school, and supports their very good quality of learning.

18. The spiritual provision in the school is of high quality and pupils are constantly reminded of the importance of achievement. This is also provided through lessons in religious education and through work in art and music. Much of the artwork on display has an evident spiritual element that captures expression and beauty. Their recognition of the aesthetic and spiritual elements of art is supported by visits and visiting artists, which prompt high quality. Pupils are obviously proud of what they do, as seen in the quality of the finish and the pride that the school takes in displaying the work. Pupils have an appreciation of their own achievements and those of others, as seen in the daily acts of collective worship, when achievement is celebrated spontaneously.
19. The school has successfully endeavoured to present a multicultural education for its pupils. This is provided through the curriculum where pupils experience a good range of music and art from other cultures. Empathy and understanding related to the cultural and religious practices that influence the lives of other people are explored in religious education effectively. The school's policy on race equality is evident in practice. There are few pupils in the school from different ethnic backgrounds, but all pupils are treated as equals and there is no evidence of any tension between pupils of different gender, ability or from different races. Pupils are very well prepared to live in a multicultural society. This is supported by their involvement in overseas charity work. Their appreciation of their own culture is very well provided for in lessons such as art and design and music and through the school's significant involvement with the wider community.

Leadership and management are excellent and underpin the very high quality of education provided by the school.

20. The headteacher was appointed to the post since the last inspection. The quality of her leadership is outstanding and represents an improvement on the judgements made at the time of the previous inspection, when the quality of leadership was described as strong and capable. She receives very effective support from the deputy headteacher and curriculum co-ordinators. Together they provide a strong team, lead a hard working and dedicated staff who are committed to achieving high standards in all aspects of school life. Parents are right in their opinion that the school is well led and managed.
21. There is an extremely clear vision for the future of the school and all staff and the governing body share this. They share the commitment to constantly seek excellence in all they do. The headteacher maintains a very strong ethos, which supports improving standards, building on the school's many strengths and dealing effectively with any concerns. The school's aims focus on providing a broad and balanced education, pupils' personal development, fostering respect for others and promoting teamwork, all within a Christian setting. Each of these aims is evident in the work of the school and these principles underpin all aspects of the school's work. The headteacher and deputy headteacher clearly communicate these to all adults concerned with the school and they all share the common goal of providing excellence. Their work together enables pupils to achieve their best across a range of academic skills and knowledge, to become

good learners, and to develop personally. The reflection of the school's aims in its work is excellent.

22. The monitoring of the school's work is thorough and rigorous and is one of the cornerstones of the school's success. The school's highly effective and constant drive for improvement is deeply rooted in self-evaluation. Specific representatives from both the teaching staff and the governing body carefully monitor all aspects of the school. The headteacher very effectively monitors the performance of the teachers. She teaches exceptionally well and, as a teacher with excellent teaching skills is in a strong position to judge the skills and capability of other teachers. She uses reliable criteria when making judgements on the quality of teaching and learning in lessons observed. Outcomes of her observations are discussed and targets are set for development. These are then reviewed at a later stage. The headteacher's monitoring has led to an improvement in the quality of teaching, which is supported by inspection evidence. The quality of teaching is now very good throughout the school and this represents an improvement on teaching at the time of the previous inspection.
23. Curriculum co-ordination is highly effective and positively contributes to the excellent curriculum and high academic standards. This represents a significant improvement on the previous inspection when the role of the curriculum co-ordinators formed the basis of a key issue. Curriculum co-ordinators now monitor provision and standards in their subjects by scrutinising teachers' planning and samples of pupils' work. They also have the opportunity to watch other teachers teach their subjects. This provides them with very valuable opportunity to monitor standards and provision across the school. There is a timetable for monitoring in each subject. The current timetable covers two years and clearly sets out the details of procedures and monitoring activities, and the headteacher's expectations and requirements are clear. During the last two years each subject has been reviewed. Curriculum co-ordinators' programmes of review include reviewing planning and documentation, swapping classes, collecting evidence for portfolios and lesson observations. At the end of the review period, curriculum co-ordinators for each subject are required to prepare a summary report for the governing body. This has resulted in very good teaching in all stages of the school and high standards across the curriculum.
24. Assessment data is thoroughly analysed and the progress of different groups of pupils, such as boys and girls, those with special educational needs and those pupils with English as an additional language, is carefully watched. It is extremely effective to identify what pupils do well and where improvement is needed. This data is then used reliably to inform the school improvement plan or to provide individual and group support where needed.
25. There is a very good school improvement plan and the priorities are highly appropriate and relevant to the school moving forward. All staff and governors contribute to the school improvement plan through self-evaluation and review. Each subject has its own action plan, prepared by the curriculum co-ordinators and reviewed by them in collaboration with the headteacher. This contributes very well to the high level of importance the school places on self-evaluation.

Action plans are clearly set out and list personnel, timescales, resources, success criteria and how progress will be monitored and reported. Each is linked well into the resources available. More general aspects of school improvement form another part of the school improvement plan so in combination, all aspects of the school are fully included in the plan. The effectiveness of the school improvement plan springs from the fact that it is a working document, which is carefully monitored and assessed as an ongoing matter of course.

26. Governors make a very good contribution to the leadership and management of the school, and their contribution is highly significant in ensuring its successful future. They know the school very well through regular visits to make themselves aware of what is happening. The governing body is also very well informed through the headteacher's reports to them, which they describe as being highly informative, frank and honest, and of an excellent quality. Those responsible for specific areas of the curriculum are all involved in monitoring. Governors are fully involved in the school improvement planning process and through this they have a good understanding of the school's strengths and weaknesses. They receive reports from curriculum co-ordinators' reviews and have a very good awareness of the strengths and weaknesses of their subjects and how improvement will take place. All governors speak with knowledge and understanding about their role, responsibilities, and what they see in school. Their strength also lies in the proactive nature of their work. In collaboration with the senior management team, they are fully aware of the needs of the school and the decisions that they make are highly relevant to the school's requirements.
27. Financial management of the school is very good and the headteacher and governing body monitor this area very efficiently. All funds, including specific grants, are carefully matched to the priorities that have been established in the school improvement plan. There are very clearly defined routines, which enable the headteacher, administrator and governors to monitor the deployment of resources and their impact on standards. Best value principles are used extremely well when measuring improvements in the quality of teaching and standards achieved, and when purchasing resources.
28. Taking into account the very good use of available resources, the high quality of teaching and learning, the very good achievement of pupils, the improvement since the last inspection and the income that is received, the school gives excellent value for money.
29. The highly efficient use of finances means that the teaching and learning resources are of a high quality. There is a full information and communication technology suite and pupils have access to computers of an equally high specification in their classrooms. The quality and range of books are good and admirably reflect the profile of the school and the rich curriculum. The outdoor resources, except those for children in the Foundation Stage, are very impressive. Sports facilities, conservation area and adventure areas all support the high standards achieved and the delightful setting of the school. The high

quality of the resources makes a significant contribution to the attainment of pupils and reflects the school's careful financial management.

The curriculum is excellent. It is very well enriched through valuable links with the wider community and supports the rich and stimulating learning environment that encourages pupils to enjoy school.

30. The curriculum for children in the Foundation Stage is planned to meet the requirements of the Early Learning Goals for children of this age. The National Literacy and Numeracy Strategies are very well adapted to suit the needs of these children, with a very high focus on their language development. This has a positive impact on standards and the achievement of pupils, and serves to underpin the very good progress in different areas of learning. The curriculum identifies a very high focus on pupils' first-hand experiences and structured play. Children's experiences in the prehistoric cave very effectively enable pupils to realise that cave people's homes and the things in them and the way in which they dressed and obtained their food are very different from their own lives. They learn very effectively about change over time. This has a positive impact on children's personal, social and emotional development. Their knowledge and understanding of the world around them is also developed through visits, such as the one to an estate agent's office, after which they followed a range of meaningful and valuable learning experiences that widened their appreciation of aspects of life today.
31. Although the school rightly places appropriate emphasis on literacy and numeracy, it attaches much importance to providing a very broad, and extremely well-balanced, curriculum. The very high quality curriculum enables teachers to plan very effective study units and this has a significant impact on the high standards reached. Whole-school curricular planning documents are thorough. Literacy and numeracy are well rooted within the National Literacy and Numeracy Strategies. Planning in maths sessions ensures full coverage of the National Curriculum in mathematics as well as the National Numeracy Strategy, and has a positive impact on standards in this subject. The curriculum for all other subjects is based on a series of well-planned work units, in which the aesthetic areas of the National Curriculum, such as art and music receive good attention. This represents an improvement on the curriculum at the time of the previous inspection, when it formed the basis of a key issue. The school was recommended to create schemes of work for all subjects showing the knowledge, concepts and cross-curricular skills taught in each year group. This has been fully addressed. The richness and variety in the curriculum is interesting and is just one of the many reasons that pupils like coming to school. During the inspection they spoke enthusiastically about school and said that they would recommend the school to their friends and to strangers. Some parents were concerned about their perceived lack of extra-curricular activities. However, the inspection team considers that the range of activities is excellent for pupils of this age.
32. A good range of visits and visitors effectively enriches the curriculum, and develops pupils' perception of the outside world well and gives them experience of people who have high level of skills in areas such as art, physical education

and music. Links with the high school, to which many pupils transfer, support the wide breadth of the curriculum. For example, they provide weekly tuition in Spanish, technical support for information and communication technology and master classes for gifted and talented pupils in English, mathematics and science. A wide range of visits adds a dimension of reality to pupils' learning. Pupils talk enthusiastically about their visit to Malham Cove and some very impressive abstract sculpture was produced following a visit to Newby Hall in Ripon. The curriculum is supported effectively by the school nurse and the police force. They receive good levels of sponsorship from local businesses, which effectively supports the development of the school's good quality learning resources.

33. The school's links with the community are particularly effective in enabling the school to take advantage of excellent sporting facilities. Again, as in all other aspects of the school, this is well planned and organised by the headteacher and the governing body, under their estate development plan. The school has the advantage of being able to use a good quality football pitch, tennis courts and adventure playgrounds, with safe climbing apparatus. They have also developed a conservation area with a very useful nature trail through and around it. The outdoor facilities of the school are very good and make a very valuable contribution to standards and the rich learning environment surrounding the school.

The school cares very well for all pupils, including the monitoring of their personal and academic progress. This enables it to support very effectively the progress of pupils at all levels of attainment.

34. The school has very good systems for regularly gathering information on the pupils' knowledge and understanding of what they have been taught. Excellent use is made of assessment data to ensure that pupils at all levels of attainment are provided with work at a challenging level, and this is reflected in the high level of attainment. The school has well-established assessment procedures for both ongoing assessments, on a day-to-day basis and at the end of units of work. These are meticulously recorded in assessment and cohort files and on an information technology based recording system. Assessment data, together with personal development information, is used to determine priorities for additional support, and ensures very good progress of all groups of pupils and at all ages. The school has highly effective systems to measure progress of all pupils relative to their ability through their well-established systems for tracking pupils' progress and target setting. Subject co-ordinators and class teachers identify any inconsistencies in standards and they target support for these areas, ensuring that weaknesses are overcome. Assessment procedures make a significant contribution to the high standards attained and pupils' very good achievement. This fully addresses the key issue raised at the time of the previous inspection, when assessment and its use were unsatisfactory.
35. The school takes very good care of its pupils. Child protection procedures are fully in place and all staff are fully aware and trained. General support is highly effective. There are sufficient, named first-aiders with recent training. Health and safety aspects are fully taken care of and all staff are aware of procedures. The

school safety representative makes regular inspections of the premises. The school follows the local education authority guidelines on school visits and risk assessments are thorough. Children feel secure in school. They say there is no bullying taking place. They feel that behaviour is very well managed and that the 'teachers are very good at sorting out naughty pupils!'.

WHAT COULD BE IMPROVED

Facilities for outdoor learning for children in the Foundation Stage to further improve their physical development.

36. There is no appropriate outdoor area where young children can take part in outdoor play and develop control over their bodies and the way that they move. Although they have access to the adventure playground, there are limited opportunities for younger children to experience large-scale movements such as those when they ride wheeled toys to represent motor vehicles or to change direction to avoid obstacles. They visit the hall for physical education and this aspect of the children's physical development is very well provided for here and in the classroom.
37. The headteacher and the reception teacher are aware of the importance of giving young children a full range of physical experiences and they do this very well within the limitations created by the lack of appropriate resources. This limits spontaneity and the opportunity for children to take part in this type of activity on a regular basis. These facilities would enhance greatly what is already very good provision and be of further benefit to children's physical development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To further improve the quality of education, the governing body should now:

- provide a secure outdoor learning area for children in the Foundation Stage.

(paragraphs 29,36, 37)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	12	4	1	0	0	0
Percentage	23	55	18	4	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	151
Number of full-time pupils known to be eligible for free school meals	N/a	3

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	4
Number of pupils on the school's special educational needs register	N/a	27

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	6	8	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	Not reported	Not reported	Not reported
	Girls	Not reported	Not reported	Not reported
	Total	Not reported	Not reported	Not reported
Percentage of pupils at NC level 2 or above	School	100 (87)	100 (78)	100 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	Not reported	Not reported	Not reported
	Girls	Not reported	Not reported	Not reported
	Total	Not reported	Not reported	Not reported
Percentage of pupils at NC level 2 or above	School	100 (78)	100 (96)	100 (87)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. The number of pupils gaining National Curriculum level 2 or above is not reported because there was less than 10 boys and less than 10 girls in the cohort.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	13	11	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	9	12
	Girls	9	7	11
	Total	20	16	23
Percentage of pupils at NC level 4 or above	School	83 (83)	67 (87)	96 (90)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	12
	Girls	9	8	9
	Total	20	18	21
Percentage of pupils at NC level 4 or above	School	83 (83)	75 (83)	88 (87)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	115	5	0
White – Irish	0	0	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	3	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

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

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	18
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	191

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	331,520
Total expenditure	325,749
Expenditure per pupil	2,035
Balance brought forward from previous year	6,710
Balance carried forward to next year	12,481

Recruitment of teachers

Number of teachers who left the school during the last two years	3.2
Number of teachers appointed to the school during the last two years	4.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
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

151

Number of questionnaires returned

130

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	40	1	0	2
My child is making good progress in school.	53	42	4	0	1
Behaviour in the school is good.	45	52	1	0	2
My child gets the right amount of work to do at home.	31	60	8	1	0
The teaching is good.	58	35	5	0	2
I am kept well informed about how my child is getting on.	43	48	7	1	1
I would feel comfortable about approaching the school with questions or a problem.	59	32	6	2	1
The school expects my child to work hard and achieve his or her best.	56	42	2	0	0
The school works closely with parents.	29	65	3	1	2
The school is well led and managed.	45	47	3	4	1
The school is helping my child become mature and responsible.	52	44	2	0	2
The school provides an interesting range of activities outside lessons.	38	42	12	1	7