

INSPECTION REPORT

CARNAGILL COMMUNITY PRIMARY SCHOOL

Catterick Garrison

LEA area: North Yorkshire

Unique reference number: 121350

Headteacher: Mrs S Fitton

Reporting inspector: Geoff Cooper

23647

Dates of inspection: 6th – 9th May 2003

Inspection number: 248244

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 to 11
Gender of pupils:	mixed
School address:	Leadmill Estate Catterick Garrison North Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Ms A Hodgkinson
Date of previous inspection:	8 th May 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23647	G W Cooper	Registered inspector	Science Geography History Physical education Provision for pupils with special educational needs	Information about the school The school's results and achievements What should the school do to improve further?
9039	B Eyre	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?
11611	J Hall	Team inspector	English Art and design Design and technology Information and communication technology	How well are pupils taught?
11419	P J Underwood	Team inspector	Areas of learning for children in the Foundation Stage Mathematics Music Religious education Educational inclusion	How well the school is led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Carnagill Community Primary School currently admits 120 boys and girls aged four to eleven. Twenty children attend the Nursery part time. All those on roll come from a white European background. English is the first language of all pupils. An average proportion of pupils is identified as having learning difficulties. More than usual have a statement of special educational needs. Most learning needs are delay acquiring the basic skills of literacy and numeracy, although some pupils have emotional and behavioural barriers to learning. A very small number have specific physical difficulties. The school is situated within the largest garrison community in Europe. Most pupils come from an army background. The incidence of free school meals is very low but this is an unrealistic measure to compare the school with other schools. The incidence of mobility is very high as parents serving in the army are frequently posted to other settings. Currently in Year 6 only one pupil has attended the school since starting in the Reception Year. Given the typical number of pupils in most year groups, many pupils are in mixed age range classes. Attainment on entry to full time education is below average.

HOW GOOD THE SCHOOL IS

Carnagill Primary is a rapidly improving school. It has successfully resolved its former serious weaknesses. It is now well led and managed. This includes the role of the headteacher, the senior management team, subject leaders and the governing body. Teaching is good throughout the school. Standards have risen in recent months but there has been insufficient time to achieve the school's aspirations for its pupils. The basic skills of literacy and numeracy remain below average towards the end of Year 6. Pupils' personal development is good. The school has experienced considerable financial difficulties in recent years and has been managing a deficit budget. This is being dealt with well and the deficit will soon be eradicated. Given available finances, standards achieved, the good quality of teaching and good leadership and management, the school provides satisfactory value for money.

What the school does well

- Leadership and management at all levels and the determination of all staff to make further improvement;
- Teaching and learning throughout school;
- The personal and academic care of pupils and their positive attitudes and relationships;
- The growing richness and diversity of the curriculum
- Assessing its strengths and areas for development so that improvement is made.

What could be improved

- Attainment by the age of eleven, especially in the basic skills of literacy and numeracy;
- Provision for gifted and talented pupils;
- Below average attendance that affects the achievements of a minority of pupils.

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 previously inspected in May, 2001 when it was deemed to have serious weakness, mainly but not only in leadership and management. Very good improvement has been made in recent months. The school has been resolute and successful in resolving the key issues of the previous inspection. The weaknesses in management have been rectified. Standards are improving although not yet in line with average standards. Gaps in the curriculum have been addressed and the school now has an efficient strategy for tracking the

progress pupils make. This helps to make target setting much more accurate and challenging. Very good improvement has been made in science, music and information and communication technology (ICT). The quality of teaching has been sustained and improved since 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			
	all schools			similar schools
	2000	2001	2002	2002
English	C	E	E*	E
mathematics	D	E*	E*	E
science	D	E*	E*	E

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

Standards achieved are affected by the context of the school. Mobility (where few pupils stay more than two years), below average attainment on entry to school and mixed age range classes make target setting and tracking of progress complex. There is some difference in the performance of boys and girls in tests: boys do better than girls. This is not noted in the work seen during inspection. Targets set recently have been missed. Improved tracking procedures have enabled the school to set challenging and realistic targets. Pupils are on course to achieve this year's targets. In National Curriculum tests at the end of Year 6 in 2002 results were very low (in the bottom five per cent) against the national average. The usual measure of 'similar schools', (the incidence of free school meals), is unrealistic in the context of the school. The trend of results over recent years has been below the national trend but this has been reversed and standards are now improving. The results of National Curriculum tests for the end of Year 2 in 2002 were more encouraging. Reading and writing were below the national average and mathematics was average. In common with other schools with a relatively small number of pupils per year group, results fluctuate rapidly from year to year. The performance of one or two pupils can make a profound difference to overall results. The results for pupils in Year 2 show a rising trend over the years. This is despite the difficulties caused by pupil mobility.

In the work seen, by the end of the Reception class children are on course to achieve the expected standards in personal, social and emotional development, creative development, knowledge and understanding of the world and physical development. However, their achievements in communication, language and literacy and in mathematics development are below average. Children make satisfactory progress overall. Towards the end of Year 2, attainment in English, mathematics and science is below average but average in all other subjects of the curriculum including religious education. Towards the end of Year 6, attainment in English and mathematics is below average but average in all other subjects including science and religious education. Speaking and listening skills are stronger than other aspects of English. Achievement is satisfactory overall, including the achievement of pupils who find learning difficult. Higher attaining pupils do not yet achieve to their full potential. Achievement is improving rapidly as the school resolves its former weaknesses, grows in confidence in its leadership and as the quality of teaching improves.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are positive about their learning opportunities.
Behaviour, in and out of classrooms	Satisfactory. This area has improved but there are still some pupils who do not live up to the school's high expectations beyond the classroom setting.
Personal development and relationships	Good. Pupils work and play well together in many contexts. The inspection team found no incidence of bullying.
Attendance	Below average but showing some recent improvement. This is an area of concern for the school. It affects pupils' attainment and achievements.

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 teaching of children in the Nursery and Reception class is good. This is despite having a temporary teacher take one class at short notice. The teaching of pupils in Years 1 and 2 is good. Teaching in Years 3 to 6 ranges from satisfactory to very good but it is here that the greatest concentration of very good teaching is found. Both English and mathematics are taught well throughout the school. The basic skills of literacy and numeracy are being taught well and previous deficiencies in pupils' learning are being overcome. The school has responded well to criticism of the previous report. Strong action has been taken to ensure that science, ICT and music are now taught well. Teachers manage pupils well and this ensures behaviour in class that enables learning to take place. Teachers' subject knowledge is good and well used. The school meets the needs of pupils well. Good provision is made for those who find learning difficult and for those with specific barriers to learning. Extension and more difficult tasks are prepared for higher attaining pupils, although there is no specific provision for or identification of those pupils with particular gifts and talents. Teaching is of good quality overall and teachers provide pupils with valuable learning opportunities to which most of them respond well. Concentration is good. Pupils listen well to the teacher and to each other. They try hard and most keep their work neat. Pupils appreciate the good quality of teachers' marking. It encourages a better quality of learning. Of particular note is the contribution made to the quality of learning by the partnership between teachers and learning support assistants. This is helpful to pupils, especially those who find learning difficult.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum now meets statute. It is considerably improved since the previous inspection. It is enriched by a good range of visits out of school, particularly to encourage learning in science, geography and history.
Provision for pupils with special educational needs	Good. The school is sensitive to the needs of those who find learning difficult. It fully complies with the revised Code of Practice for special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school is aware of its responsibilities to encourage development of personal qualities. It is good at encouraging high self-esteem, valuing the contribution pupils make to school life. Provision is consistent and purposeful. In a mono-cultural environment, the school is determined to provide for education in a culturally diverse society and knows there are further steps it can take.
How well the school cares for its pupils	Good. In a school where new admissions are on a weekly basis, pupils are welcomed and encouraged to settle quickly. All aspects of personal care are covered including health and safety and child protection. The school is now much better at tracking the progress pupils make. This helps in setting appropriate targets for their further progress.
How well does the school work in partnership with parents	The partnership with parents is good. Parents have a growing awareness of the school's 'open door' policy. Those who use it appreciate the way it cements the home and school relationship. Parents take a positive view of the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The clear, resolute and dynamic leadership of the new headteacher has been instrumental in encouraging the senior management team and subject leaders to work as a purposeful group. However, some new roles are in a developmental phase. The provision of skilled staff is good, given the size of the school and the needs of pupils. Staff are well deployed.
How well the governors fulfil their responsibilities	Very good. Governors have had a difficult task in resolving their own weaknesses but are now very well placed to support the new school leadership and to capitalise on their extensive skills. They now know their role and the strengths and needs of the school very well.
The school's evaluation of its performance	Very good. A very good audit of school performance by the incoming head supports a strong school improvement plan. A very good understanding of its strengths and areas for development places the school well for continuing improvement.
The strategic use of resources	Good. The school is in a strong position to resolve its financial difficulties. The head and governors know what they need to do to achieve best value with the funds available. While the school currently provides satisfactory value for money, the current rate of school

	improvement implies that the value for money will continue to rise. The accommodation is good and well used. The provision and use of learning resources is satisfactory.
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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 school is changing for the better. • Their child likes school and makes good progress • Teaching and leadership and management are good • The home and school relationship is improving and most parents feel better informed • The school has high expectations of their child and helps the child to grow in maturity and personal responsibility 	<ul style="list-style-type: none"> • Behaviour • The information they receive about their child's progress • The range of activities out of school hours

The inspection team agrees strongly with the positive views of parents. Most parents attending the meeting and returning pre-inspection questionnaires know the strengths of the school well. Parents were very clear in identifying the great improvements that have taken place during this school year. In general, the team disagrees with the minority of parents with negative views. Problems with behaviour in class have largely been resolved. Some children continue to find good behaviour out of class difficult, although behaviour overall is satisfactory. The information received by parents about progress meets requirements. A rapidly developing 'open door' policy supports the information parents get about their child. Given the size of the school, the range of activities out of school hours is good, including opportunities for homework, music and sport. Some of these take place at lunchtime and parents may not recognise these as given during teachers' free time and out of normal curriculum time.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards of work seen in the inspection in English and mathematics are below average towards the end of Year 6. Given attainment below average on entry to full time education, pupils' achievement is satisfactory. Standards have improved rapidly in recent months. Significant improvements have been made in science, ICT and music.

Strengths in the standards achieved are:

- Improvements in science, ICT and music in response to the findings of the previous report;
- The growing use of ICT as a tool for learning in the subjects of the curriculum;
- The growing use of practical and investigative methods for learning in science.

Areas for development are:

- Raising standards in the basic skills of literacy and numeracy.

2. From a below average starting point, the children in the Nursery and Reception class make satisfactory progress to attain the expected standards in some of the areas of learning by the time they start the subjects of the National Curriculum in Year 1. Their achievements are set out in the table below:

The curriculum for children in the Nursery and Reception class – Areas of Learning	Progress towards the expected standards
Personal, social and emotional development	On target to achieve expected standard
Communication, language and literacy	Below expected standard
Mathematical development	Below expected standard
Creative development	On target to achieve expected standard
Knowledge and understanding of the world	On target to achieve expected standard
Physical development	On target to achieve expected standard

3. The results in the National Curriculum tests for Year 2 pupils in 2002 show standards in reading and writing to be below average but those in mathematics to be average when compared with all schools nationally. Compared with schools with a similar proportion of pupils eligible for free school meals, standards are average in mathematics and below average in reading and writing. The eligibility of pupils for free school meals is the usual measure of comparison among schools. However, this measure is not helpful in the context of a garrison school admitting pupils predominantly from a background of parental employment in the army. A high degree of pupil mobility further makes similar school comparison unhelpful and unrealistic.

4. In the National Curriculum tests for Year 6 pupils in 2002 standards were very low in English, mathematics and science, when compared with all schools nationally. The school's trend of improvement was below the national trend of improvement. When compared to schools with a similar proportion of pupils eligible for free school meals the results were well below average. In recent years, boys have done better in their tests than girls. This is not a noticeable feature of the work seen during the inspection. With a high degree of pupil mobility, accurate targets are difficult to set. They have been missed in recent years. The school now has a much more efficient strategy for tracking the progress of pupils, enabling realistic and challenging targets to be set. The current group of Year 6 pupils are on course to achieve the targets set for them.

5. Standards in the subjects of the curriculum seen in lessons and in the scrutiny of work are displayed in the following table:

	At the end of Year 2	At the end of Year 6
English	Below average	Below average
Mathematics	Below average	Below average
Science	Below average	Average
Art and design	Average	Average
Design and technology	Average	Average
Geography	Average	Average
History	Average	Average
ICT	Average	Average
Music	Average	Average
Physical education	Average	Average
Religious education	Average	Average

6. Although standards are below average in the basic skills of literacy and numeracy, good use is being made of these skills in a range of subjects of the curriculum, including science, history and geography. A good range of visits gives effective support to standards in history and geography. Better use of investigative and practical science and broader coverage of the curriculum is supporting improving standards in science. Since the previous inspection, very good improvement has been made in ICT. This is the result of better teaching, full coverage of the curriculum and improved learning resources. Music has improved since the previous inspection and this is the result of enhanced staffing and better teacher knowledge. Achievement is satisfactory at all levels of ability, for those who find learning difficult and those who have the potential for higher attainment. A small number of pupils, fewer than in most schools, achieve levels above those expected for their age.

7. The pupils with special educational needs make good progress. The school works hard to ensure that all pupils are included and challenged in the work they have to do. This is particularly the case for pupils with physical conditions that are a barrier to learning. However, the school has no current rigorous and formalised strategy for the identification of and provision for pupils with particular gifts and talents.

Pupils' attitudes, values and personal development

8. The attitudes of the pupils to their school are good and their behaviour is satisfactory. This is an area of great improvement, which is creating an atmosphere where learning can progress at a good pace.

Strengths in this area are:

- Pupils' positive attitudes to school and their enthusiasm in lessons;
- The good relationships they form;
- Their interest in and involvement in the activities available.

Areas for development:

- Continuing to improve the behaviour of a minority of pupils;
- Raising levels of attendance.

9. The school is a happy and harmonious place where teamwork and mutual respect is evident throughout the day. The school is adept in its ability to make new pupils feel welcome. Pupils understand school routines and they feel that rules are fair and consistently applied.

10. Standards of behaviour are satisfactory but in some lessons the pupils have to be reminded fairly frequently that rules are designed to create a calm learning environment.

Parents and teachers confirm that the atmosphere for learning has improved enormously in recent months. However, there are still few occasions when pupils can work sensibly free from close supervision and in some lessons the rate of learning is held back because teachers have to spend time settling the pupils. There has been one recent temporary exclusion.

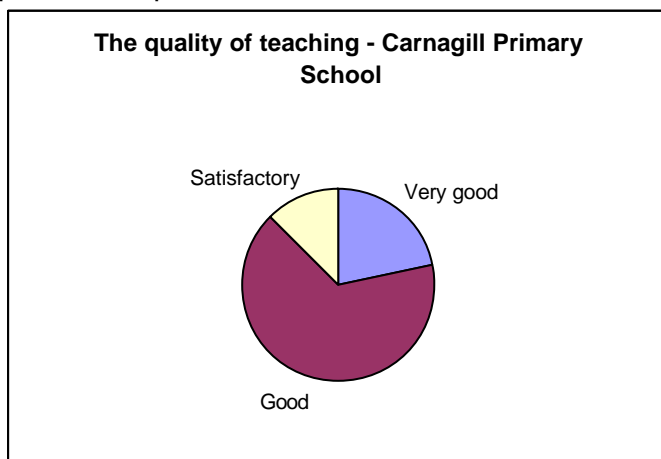
11. Pupils' good personal development is secured by the high levels of interest and support all adults give to the personal interest of each individual. This includes:

- The sensitive support for individuals which helps them to cope with the emotional circumstances brought about by isolation from the communities in which they grew up;
- There is a good attitude towards racial equality, the school does all it can to create an inclusive environment where each individual is valued; this includes admitting pupils with disabilities;
- The provision of opportunities for the pupils to undertake responsibilities, for example by being elected to the school council or by helping others as buddies, develops a sense of responsibility and trust;
- Pupils keep the school tidy and the absence of graffiti shows that they care about their school;
- Lunchtime routines are used well to develop social bonds, they are happy 'family' occasions.

12. Attendance is unsatisfactory but current data shows a modest improvement. The amount of unauthorised absence is high but this, in the main, is because the school correctly records known (but unjustified) absences as being unauthorised. Some absence is created by families going away on holiday when parents return from postings overseas.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The quality of teaching and learning is good overall, as can be seen from the chart below. No lessons were judged to be unsatisfactory. This is similar to the findings of the previous inspection.



Strengths in teaching and learning are:

- The teachers' knowledge of the subjects they are teaching;
- The teachers' planning;
- The relationships that exist in the classroom, creating an atmosphere conducive to learning;
- The contribution of support staff and other adults to pupils' learning;
- Good, supportive marking of pupils' work;

- A good range of strategies used by teachers to give pupils a variety of learning opportunities;
- Improvement in the use of ICT to support pupils' learning.

An area for development is:

- The use of homework to support pupils' learning.

14. The quality of teaching for children in the Nursery and Reception class is good. In both the Nursery Class and Reception Class teachers create warm relationships that encourage children to be settled and learn. The range of activities is well planned against the national guidance of the Nursery and Reception class curriculum. Staff interact purposefully and meaningfully to ensure children's learning is supported and extended.

15. Teaching of English is good and teachers are secure in their knowledge of the National Literacy Strategy. Very good teaching was observed in the Year 3/4 and Year 6 classes. Where teaching was judged to be very good, pupils were totally and very enthusiastically involved in discussions and activities through the very high quality of teachers' questioning skills, use of resources and expressive reading. In the Year 3/4 lesson, the teacher included pupils well in discussions by encouraging them all to contribute according to their ability when suggesting nouns. This was reflected in answers ranging from "cup" to "necklace in the box". Reading and writing skills are taught well. Although pupils have reading books and records that they take home, they are not used consistently. Parents' involvement in supporting their children's work at home and extending their learning is currently underdeveloped. Planning is thorough and teachers ensure that pupils' knowledge, skills and understanding are built on progressively year on year.

16. Teaching of mathematics is good overall. Teachers have a good knowledge of the subject and the National Numeracy Strategy, which has been effectively implemented. They have a thorough understanding of the numeracy guidance and use this well to inform their planning. They make good use of their knowledge of pupils' prior attainment to set work that is appropriate. In the best teaching, highly skilled questioning, prompting and discussions at the end of lessons extend and reinforce pupils' learning well. Mathematical concepts are reinforced well by the use that teachers make of ICT. For example, in a very good Year 6 lesson, using grids for partitioning extended pupils' knowledge of multiplication. Pupils' confident computer skills enable them to concentrate successfully on and extend the mathematical aspects of their learning.

17. Science is well taught generally. Teachers are confident in their knowledge of the subject and give pupils many opportunities to experience first hand, practical situations. High quality planning and good subject knowledge made for a very good lesson on dissolving solids observed in Year 6. The teacher's enthusiasm and humour were infectious and the pupils highly motivated and eager to learn. The quality of learning in ICT is good. There has been a significant improvement in the way that ICT is used to support learning in other areas of the curriculum, such as English, mathematics and art and design. Teachers have a good knowledge of the subject and they use the computer suite and interactive screen very well to engage and involve pupils directly in interesting activities.

18. The quality of teaching in Years 1 and 2 is good overall. Teachers' planning of lessons is thorough, and they organise activities and resources very well, which enables pupils to maintain their pace of learning. Teaching among older pupils in Years 3 to 6 is good overall. Teachers are clear about what they want pupils to achieve in lessons and their planning reflects this. Very good subject knowledge, good use of resources and questioning of pupils is evident in many lessons.

19. Teachers know their pupils well and have established good working routines, which enables pupils to feel secure. This promotes good behaviour in most classes and subjects. The teaching of pupils with special educational needs is good overall and good support is given in lessons. Support staff in classrooms make a valuable contribution to pupils' learning. Teachers ensure that they are well briefed and they work effectively with individual pupils and small groups. Teachers of older pupils have high expectations of the attitudes that pupils should have to their work and pupils settle quickly to their tasks without time being wasted. Day to day assessment of pupils and marking of their work is good and has improved significantly since the previous inspection. The marking policy is implemented and comments on pupils' work are informative and helpful. The way homework is used to support classroom learning is satisfactory, and has improved since the previous inspection. However, the school is aware that sustained development of a consistent, progressive system would help to extend pupils' learning and reinforce understanding further.

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

20. The curriculum is good. It is broad in content and each area is given sufficient time. All subjects, including religious education and personal, social and health education are well planned for. This represents very good improvement since the previous inspection, confirming the pre-inspection views expressed by parents. A wide range of educational activities beyond the classroom enriches the curriculum. The school fully meets its legal requirements for the National Curriculum. Religious education is taught according to the locally agreed syllabus. All the weaknesses identified in the previous report have been addressed; there are now schemes of work to support pupils' learning in all subjects and every aspect of ICT is taught to a high standard. The provision for pupils' personal development is also good overall.

Strengths in the curriculum are:

- Pupils enjoy a full and enriched curriculum;
- Good links between subjects encourage the relevance of the curriculum;
- The range of additional activities is good and of high quality;
- There are effective strategies for teaching literacy and numeracy;
- Pupils, whether they are slow, average or fast learners, are provided with equal opportunities to access learning appropriate to their needs;
- Provision for personal, social and health education is very good;
- Good provision is made for pupils who find learning difficult;
- There are mutually supportive links with partner schools and the wider community;
- Provision for personal development, including spiritual, moral, social and cultural development, is good overall.

Areas for development:

- Whilst the school has made a very full response to the key issues of the previous inspection, there is no formal whole school strategy for identifying and providing for pupils with special gifts and talents;
- Enhancing pupils' awareness of life in a culturally rich and diverse society;
- The further development of pupils' skills of independence and the organisation of their own work.

21. The school's curriculum is rich, balanced and relevant. It is well planned to promote improvements in standards of attainment. Only in the Nursery and Reception class is there some lack of cohesion in the way children's own choice activities are planned and experiences tracked. Policies for subjects are mostly very brief but give sufficient guidance to

teachers. Lessons are well planned. Teachers identify and discuss with pupils what is to be learned. National schemes of work are used for different subjects. These are supplemented where appropriate to match the aptitude and interests of pupils. Good use is made of the locality to add to the relevance of the work. Strong links are made across subjects, particularly in the use of skills in literacy, numeracy and ICT, to support learning, especially in science, history and geography. For example, children in the Nursery have visited a farm, Year 1 and 2 pupils visited Preston Hall, to research life 100 years ago. Older pupils have visited Reeth to follow up work on a local study. Year 6 pupils enjoyed a feast of 'venison' in a Viking feasting hut. These visits and experiences make the work relevant and interesting. However, there are currently no visits in religious education, for example, to places of worship.

22. A wide range of out-of-school activities helps to reinforce work in classes. There are many visits to places of educational interest and visitors to school help to make work interesting and relevant. Although a residential visit has been planned, insufficient places were taken up and it had to be cancelled. There is a good range of quality clubs, many of which operate at lunchtime. There is a homework club, opportunities to take part in extra sport and music. The 'e-bluey' computer club extends opportunities to keep in e-mail touch with those currently serving in the Middle East. The school welcomes outside organisations that run clubs, for example the NSPCC supporting particular categories of children, the gymnastics club and the Christian club.

23. The basic skills of literacy and numeracy are taught effectively. This has not yet shown up in the results of standard National Curriculum tests, although standards seen during inspection are better than the most recent tests. National strategies for literacy and numeracy have been successfully implemented. All pupils have full access to the range of activities available. No pupil is excluded on the grounds of gender, disability, race, language or religion.

24. The well thought out programme for personal, health, social and citizenship includes important issues such as sex and relationships, healthy eating and drugs education. The provision is good. Pupils and teachers have ample time to share their experiences and their understanding of personal qualities. The school council adds to pupils' opportunities to be responsible and aware of school issues.

25. There are good links with other schools and with the community. These benefit pupils in a number of ways. The links support the professional development of staff, thus having an impact on teaching and learning. There are good links with the garrison scripture reader and with the NSPCC. Support services and events are provided through the Army Welfare Service. Pupils go out into the community, for example, to entertain the elderly and enjoy the occasional visits of the regimental band. There are exchanges and shared events with other garrison schools.

26. The school makes good provision for pupils' personal development. Throughout the curriculum and throughout school life, pupils are given very good opportunities to develop in spiritual, moral, social and cultural dimensions. This confirms the views of parents in their pre-inspection questionnaire and meeting. They believe the school promotes strong values that help pupils grow in maturity and their sense of personal responsibility. The school's provision maintains a strength of the school from the previous inspection.

27. The school's provision for spiritual and moral development is good. Assembly fulfils legal requirements for a daily act of worship. Pupils listen to and join in with themes that cover a wide range of faiths and moral and social topics. They sing songs of a spiritual nature and join in prayer. Religious education gives pupils a broad understanding of the nature of

human faith and belief. Staff are consistent in dealing with pupils fairly, giving praise where it is deserved. This valuing of pupils' contributions to school life very properly raises their confidence and self esteem. One assembly each week gives formal recognition for pupils' efforts. Pupils know the difference between right and wrong. They understand the consistent messages they receive that promote fairness and justice. Pupils are encouraged to create their own rules, for the classroom and for the school yard. Ample opportunities are given to discuss moral issues through the programme of study for personal and social education.

28. Although many pupils are not yet good at being independent, there is a growing feeling for working together that supports pupils' social development. Involvement with different aspects of community work further enhances social development. Opportunities exist in many subjects of the curriculum as pupils work together in pairs and small teams in completing tasks and activities. Extra-curricular activities outside normal lessons further enhance this dimension of personal development. Pupils support charities and grow in awareness of those less fortunate than themselves. There is a strong feeling of appreciation of aspects of cultural development and understanding. This happens in assembly when pupils learn about cultures and worship distanced from their own. They begin to appreciate music from a range of cultures, from assembly music in an Asian idiom to Chinese music and classical Western music. Many displays show an understanding and appreciation of the work of famous artists such as Mondrian and Klimt. The school makes good provision for pupils to learn about their own historical and geographical culture through visits. However, although pupils learn about a wide range of different faiths, there is little overt in the curriculum that promotes a broad understanding of significant non-European background role models or the nature of life in a culturally diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. This is a good area of the school's work that has a good impact on learning. There are very good procedures to promote good behaviour and to support pupils' personal development. The school now has efficient procedures to track the progress pupils make, and uses the information to plan for further progress. These strengths combine to ensure the school is now poised to move forward.

Strengths in this area of the school's work are:

- The comprehensive child protection policy that complies fully with the latest code of practice regarding the disclosure of concerns. All adults in the school have undergone training to ensure its effectiveness and a governor provides appropriate support;
- Good health and safety provision. First aid, medication and fire drills are enhanced by the support provided by external agencies, for example, the fire service and the local education authority in formalising risk assessment arrangements;
- The code of conduct to promote high standards of behaviour that fully reflects officially published guidance;
- The view of parents, confirming that the school has become a much calmer place in recent months;
- The way staff work together to promote good behaviour with a consequent improvement in the atmosphere for learning.

Areas for development are:

- extending the school's strategies for measuring the progress of pupils to the non-core subjects of the curriculum;
- improving attendance.

30. The way the school learns about the potential of the pupils and the procedures for checking and supporting academic progress are satisfactory. The school lacks systems to enable it to provide opportunities for gifted and talented pupils. For example the annual reports the school provides for parents contain little information about targets or success in reaching them. Pupils appear reluctant to discuss the progress they are making in their learning. There is a new but potentially very valuable process for regularly assessing progress in English, mathematics and science. The information is being well used in a complex and rapidly changing context to ensure efficient target setting for pupils. There is less systematic information in other subjects of the curriculum. Some teachers have good strategies for checking on what is already known at the beginning of a topic and then assessing what has been learned. However, these valuable systems are not part of a whole school process at present. In the Nursery and Reception class, children's progress is efficiently tracked in teacher-initiated activities. There is no formal strategy to track children's experiences in free choice activities.

31. Efficient ways of identifying those pupils who have learning difficulties are well used. The school has a new and comprehensive policy for special educational needs that fully complies with the most recent national guidance. Pupils with a statement of special educational needs receive the provision to which they are entitled. Where necessary realistic targets are set for pupils' learning and all staff work together to keep pupils on track in their learning. The school ensures that parents and pupils are consulted about the progress being made and the targets to be set. The school works well with outside agencies, such as the educational psychologist and medical support, in providing appropriate care for pupils with learning difficulties.

32. The school is aware that the attendance of some pupils is unsatisfactory. Staff recognise that this is holding back the progress some pupils are making but this is not referred to in annual reports. Parents are reminded about the school's policies in various documents including the prospectus and newsletters and the school administrator analyses attendance data carefully.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33. Parents have positive views of the school and approve of the efforts made in recent months to make it a calmer place. They value highly staff members' support over emotional and pastoral matters; and they say that their children like the school. The very few negative remarks made by parents are not supported by inspection evidence.

34. Staff are aware that they have to encourage more parents to feel confident to become involved in the life of the school, for example by attending formal review meetings or by helping in classrooms. The volunteers who assist in classrooms give high quality support, which the school values.

35. The annual reports parents receive about their children are of satisfactory quality. They clearly reflect teachers' understanding of each individual. However there is too little factual information about academic matters for them to be used as an agenda item at parent evening meetings. The school provides a good range of information about day-to-day activities. These include regular newsletters, a comprehensive prospectus and governors' annual report. Parents who enrol their children at varying times during the school year are provided with an information pack to ensure that they can familiarise themselves quickly with the school's routines.

36. The headteacher, together with other members of staff, is available for informal discussion with parents and carers at the beginning and end of the school day. This supports the “*open door*” policy recently introduced by the school. It is investigating the possibility of establishing a parents’ association. Recognising that some parents are unsure about how they can become involved in their child’s learning, the school has identified this as an area for development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

37. The quality of leadership and management of the school is good overall. The recently appointed headteacher has identified many areas for improvement that had previously placed the school in serious weaknesses. New systems have been implemented such as a senior management team, regular staff meetings and the development of the role of subject leaders in English and mathematics. Since the last inspection, leadership and management have improved dramatically and the school is no longer judged to have serious weaknesses.

Strengths in leadership and management are:

- The headteacher provides a caring and effective leadership for the school;
- There is good teamwork between all staff;
- The governing body is knowledgeable, supportive and fully aware of its role;
- The school improvement plan identifies and prioritises areas for development;
- The environment of the school is varied and used well.

Areas for further development:

- The role of foundation subject leaders;
- Raising of standards in mathematics and English;
- Understanding the principles of best value and applying them to the school;
- Continuing the implementation of the school improvement plan, involving all relevant personnel.

38. The leadership and management of the school are good. The recently appointed headteacher gives good leadership and is ably supported by the senior management team and all other staff. Subject responsibilities have been shared effectively between the small number of staff although these roles are as yet under-developed because mathematics and English were a priority. These areas were judged to be unsatisfactory in the previous report and have been fully addressed. The breadth of the curriculum has been improved and enriched. All aspects, particularly in subjects such as science, ICT and music, where weaknesses were identified, are now being taught. There is a very good shared commitment to improve and to do the best for the pupils that means the school is well placed to move forward.

39. The governors are now contributing well to the improving success of the school. They provide good support and a very good range of expertise, which is being well used. They are well informed about the school and have a clear understanding of the major strengths and areas for development that the school is addressing. They are beginning to play a more significant role in the management of the school and in planning for future developments. The finance committee of the governing body keeps a careful overview of the finances of the school and is establishing good practice on planning for the future. The recently inaugurated curriculum committee, with good liaison between themselves and subject leaders, is developing good systems to check how the curriculum is being delivered and how pupils are performing. Formal visits are planned and results fed back to the governing body.

40. The role of special educational needs co-ordinator has recently changed hands. A new policy for special educational needs has been written. It is comprehensive and very

valuable in giving guidance to all staff. The new co-ordinator has good opportunities for training and support as the role develops.

41. The school's monitoring and evaluation of its performance are recent innovations. The school has analysed its performance well and identified a number of priorities for development and many good procedures have been put in place to address these. For example the headteacher has observed all staff teaching, looked in detail at the planning and provided time for the subject leaders for mathematics and English to do likewise. Performance management has been undertaken but there are still areas where this needs to be developed so that further improvements can be made.

42. The school improvement plan is a very good document in planning for future developments. It identifies appropriate aspects for development and is clearly set out, with areas of development established through analysis within the school. There are criteria by which the success of areas for development can be measured accurately. All staff and governors have had input and were consulted before the plan was finalised. The plan contains good detail for the current year as well as for the next two years.

43. The school has been in recent financial difficulties. This has been part of the school's serious weaknesses now largely resolved. Reserves have swung dramatically from very high to managing on a deficit budget. This has largely been due to very large fluctuations in the numbers of pupils on roll but also to large and unplanned-for expenditure. In the past governors have received poor guidance about future pupil numbers and the way finances should be allocated. The governors' strategies for managing the budget have undergone considerable improvement in the past two years. Governors have much more precise information and guidance. Working hand in hand with the local education authority, the deficit budget is being well managed and reduced. Current plans indicate that it will be eliminated in the near future. Proper arrangements are in hand to ensure that available finance is spent efficiently, maintaining the provision necessary for the current groups of pupils.

44. The school is well staffed. The number of teachers is adequate for the size of the school. They are well deployed to make the best use of their expertise and experience. There are a number of teaching assistants who provide good support and promote a positive attitude to learning for pupils with special educational needs. The accommodation is good overall, with a purpose-built Nursery, extensive attractive grounds and playing field. Good use is made of the accommodation, including the use of an empty classroom to improve provision in music. Resources are adequate and are well used to support teaching and learning across the whole curriculum and across the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45. The headteacher, governing body and staff of the school should:

- (1) Raise attainment by the age of eleven, especially in the basic skills of literacy and numeracy by:
 - making efficient use of strategies for measuring and building further on pupils' progress;
 - ensuring that targets for achievement are met;
 - setting tasks that challenge and motivate pupils at all levels of ability;
 - improving further the climate for learning;
 - ensuring that basic skills are consistently used in other subjects of the curriculum.(Paragraphs: 1, 3, 4, 6, 60-63, 67, 68, 75, 76)
- (2) Build on current improvements by making provision for the learning of pupils with the potential for higher attainment and for those with particular gifts and talents.
(Paragraphs: 6, 7, 68)
- (3) Identify patterns of non-attendance that affect the achievements of a minority of pupils, taking steps to improve the attendance of those regularly absent from school.
(Paragraph: 12)

Governors may wish to include the following less important issues in their action plan:

- The development of further strategies for measuring progress, to include making formal whole school use of existing informal strategies for assessment in the non-core subjects of the curriculum.
(Paragraphs: 30, 108)
- Working with parents to show how the school's 'open door' policy can work in the best interests of children's social and academic development.
(Paragraph: 36)
- Consideration of how the progress of children in the Nursery and Reception class in their free choice activities can be more efficiently planned for and tracked.
(Paragraphs: 30, 49)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	21	4	0	0	0
Percentage	0	22	66	12	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 three 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)	10	120
Number of full-time pupils known to be eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	18

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	50
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.4

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	5	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	12	14
Percentage of pupils at NC level 2 or above	School	79 (50)	86 (50)	100 (67)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	13	14	14
Percentage of pupils at NC level 2 or above	School	93 (50)	100 (67)	100 (83)
	National	85 (85)	89 (89)	89 (89)

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

Where the number of boys or girls are ten or fewer the individual results are not published.

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
	2002	11	7	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	7	9	7
Percentage of pupils at NC level 4 or above	School	39 (62)	50 (38)	39 (54)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	7	9	8
Percentage of pupils at NC level 4 or above	School	39 (62)	50 (54)	44 (69)
	National	73 (72)	74 (74)	82 (82)

*Percentages in brackets refer to the year before the latest reporting year.
Where the number of boys or girls are ten or fewer the individual results are not published.*

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	120	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	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	0	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	0	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)	6
Number of pupils per qualified teacher	20
Average class size	24

Education support staff: YR-Y6

Total number of education support staff	6
Total aggregate hours worked per week	86

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	15
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3.5
Number of teachers appointed to the school during the last two years	1.5

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
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	£
Total income	377 053
Total expenditure	414 474
Expenditure per pupil	3 188
Balance brought forward from previous year	42 137
Balance carried forward to next year	4 716

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	129
Number of questionnaires returned	31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	37	7	0	4
My child is making good progress in school.	41	48	7	4	0
Behaviour in the school is good.	41	22	26	4	7
My child gets the right amount of work to do at home.	37	44	7	0	11
The teaching is good.	41	52	0	4	4
I am kept well informed about how my child is getting on.	37	48	11	4	0
I would feel comfortable about approaching the school with questions or a problem.	41	56	0	4	0
The school expects my child to work hard and achieve his or her best.	44	48	4	0	4
The school works closely with parents.	37	44	7	4	7
The school is well led and managed.	48	37	0	4	11
The school is helping my child become mature and responsible.	37	48	4	4	7
The school provides an interesting range of activities outside lessons.	30	41	15	4	11

Other issues raised by parents

Parents raised no issues, other than their appreciation of the recent improvement throughout the school.

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

46. The standard of the school's provision for its youngest pupils has been maintained since the last inspection. Progress is good as children continue to extend their learning, many achieving the expected standards by the end of the Reception class. An emphasis is placed on providing a secure environment where children are keen to attend and remain focused on the tasks set.

Strengths in the Nursery and Reception class:

- The provision in the Nursery is very good;
- The quality of teaching is consistently good;
- The range of well planned activities;
- The very good relationships that help children feel secure and happy and give them confidence to respond to questions;
- The teamwork between adults and their enthusiasm and interests.

Areas for development:

- Planning across the Nursery and Reception class to ensure continuity and progress is maintained between the Nursery and Reception;
- More opportunities for independent writing in the Reception class;
- Strategies for sounding out unfamiliar words, building on work from the Nursery Class;
- Assessment and tracking of free choice activities;
- A more structured use of the outdoor play area;
- The role of the Nursery and Reception class co-ordinator.

47. The provision for the children in the Nursery and Reception class is in a purpose built building. Children are admitted to the Nursery in the term after their third birthday, attending mornings only. They transfer to the Reception class in the September or January of the year when they have their fifth birthday. However, many join and leave the school at various times during the year because of the nature of the area: a garrison school which means much mobility amongst the families. There are currently 20 children in the Nursery and 26 in the Reception class.

48. When children start school in the Nursery their attainment is below that expected for their age, particularly in speaking and listening skills. Teacher assessment supports this. However, they make a good start and by the end of the Reception class most children have reached the expected standards in creative and physical development, personal, social and emotional development and knowledge and understanding of the world. However, many have not attained the expected levels in communication, language and literacy or in mathematical development. Although their standards are below those expected for their age, children, including those with special needs, make satisfactory progress in writing, reading and mathematical knowledge given their low attainment on entry to the school. However, good progress is made in the other areas of learning where children are on course to achieve the expected levels.

49. The quality of teaching in the Nursery and Reception class is good overall, despite the fact that the Reception class had the services of a supply teacher. This teacher had three days to prepare before the inspection and was able to show appropriate understanding of the needs of the children in her care. Teaching of all areas of learning is good as teachers' knowledge of what children need to do develop the relevant skills is good. Teachers have

high expectations of what the children can achieve and use their knowledge and understanding effectively when working with small groups. Throughout the curriculum activities are planned to build on previous experiences and to extend the children's understanding. However at present the two classes do not plan together in order to ensure better continuity and progression in the development of relevant skills. This is an area for further development. All adults work well as a team and they sensitively support, reinforce and extend children's responses. Because relationships between adults and between adults and children are very good, children are confident to share their thoughts and feelings. Teaching assistants are well briefed and understand what they have to do: this has a positive effect on children's learning. All adults offer praise and encouragement to the children helping to raise their self-esteem and confidence. During lessons, observations are made of children's progress. This information is then used by the teachers to change lesson plans or to meet the needs of specific children. Observations of what children know, understand and do are a regular part of the day. As yet, staff do not track and assess children sufficiently carefully when they are choosing their own activities, although this is not the case in the focused group work.

50. Although there is a Nursery and Reception class subject leader there has been little opportunity to develop the role through observing teaching or looking at planning. This is an area for further development.

Personal, social and emotional development

51. Children generally make good progress in their personal, social and emotional development. They enjoy coming to school, have adjusted well into the routines of school life and respond to the rules. At the beginning of each day children are encouraged to join in games or songs as they wait for registration. Parents are welcome to stay with their child until they are happy to be left. During circle time (when children and pupils sit in a circle, taking turn to discuss matters important to themselves and others), group work or class sessions they learn to speak by raising their hand and to listen to others. They are eager to learn new skills and, when activities are exciting and stimulating, put effort and concentration into completing them. Emphasis is put on helping children understand the consequences of their actions. The older children wait patiently for their turn both in lessons and during free choice activities. However, children in the Nursery do not find waiting their turn easy and occasionally call out the answer. They share resources well and work together. For example two little girls were observed washing a doll in the Reception class taking great care with powder and cream. Children in the Nursery were observed sharing scissors and glue when making a collage and tools when modelling with play dough. However some of the children, particularly in the Nursery, were observed playing as individuals rather than together. There are opportunities for children to develop a sensitivity and awareness of other people through circle time and discussion about people who help us and the family.

Communication, language and literacy

52. Children's speaking and listening skills are not well developed when they start school but they make satisfactory progress because they are given many opportunities to develop their language skills with each other and with adults. The quality of teaching is good as teachers ensure there is time allocated for children to talk together and share their thoughts. Children are keen to participate in discussion: examples of this are focused group work in the Nursery or a literacy session in the Reception class, when children talk about the big book and rhyming words. There are planned activities including role-play: an airport in the Nursery or the hospital in the Reception class for children to use their imagination. In the Nursery adults are very involved in these role-play activities and help children to develop relevant language and relate to each other. Children are encouraged to be good listeners and enjoy

stories, rhymes and songs. Children in the Reception were observed engrossed in a story because the teacher read with great expression and held their attention. By the end of the Reception many children are becoming confident articulate speakers, although a few struggle with sentence construction.

53. Children are very enthusiastic when sharing books and most in the Nursery are very keen to talk about their favourite book. They are aware books communicate meaning and some tell the story of the book in their own words. The higher attainers are beginning to recognise letters, particularly those in their name, and sound them out. In the Reception class a higher attaining child read with confidence at a level well above the expected for this age but the lower attainers struggled to recognise any letters or sounds, although they could use the pictures to tell the story. Building on the letter sounds learnt in the Nursery is an area for further development. These children retold fairytales but needed some prompts to ensure the story followed the right order. However all recited or sang a nursery rhyme. The positive interaction with the teaching assistants helps the children extend their interest and appreciation of books. Parents are encouraged to listen to their children read at home and to share books from the class libraries. There is a home school reading record book for parents to make comments.

54. Children in the Nursery are encouraged to “*write*” for a variety of reasons and many make marks that represent their story, which they read back to the teacher. This is the beginning of writing. A few children are beginning to write their name in recognisable letters but others are still exploring how to use a pencil. In the Reception class some children write a short simple sentence often putting the first letter of each word. For the higher attainers this is below what is expected because these children should be writing more at this stage, for example, a few sentences of independent writing that may or may not be spelt correctly. There is limited evidence of children writing independently and this is an area for further development within the Reception class.

Mathematical development

55. The learning for the children in this area is carefully planned so that adults can manage the activities. Children in the Nursery are beginning to count reliably up to 10 and some understand the concept of *one more than*. They recognise two-dimensional shapes such as circle, square and triangle and have used these shapes to create pictures. Number songs and rhymes such as *Five currant buns* are used to reinforce counting. Every opportunity for counting is utilised in the Nursery whether it be the number of children present, number of objects or how many children like travelling by train. In the Reception class children extend their knowledge of number and are more confident counting up to 20. The higher attaining children are beginning to understand addition of two numbers using an addition sign between the numbers. Most children can give a number bigger or smaller than another number. However there is very little evidence of written recording for this area so it was difficult to see the subject coverage, especially as no planning was available for reference.

Knowledge and understanding of the world

56. The quality of teaching is good and children have many opportunities to develop knowledge and understanding of the world around them. They learn about other people and features of the natural and man-made world. They readily talk about who helps them when they are ill: the doctor, the nurse and having injections! In the Nursery, children find out about animals, such as pets and farm animals, visiting a farm to enhance their understanding. Reception children discuss the colour, texture and taste of unfamiliar vegetables and use them to create a printed pattern. Children have visited the local supermarket and been to the

seaside as part of a topic. A variety of visitors such as the fire service, the police, the school nurse and a helper who demonstrated knitting, all help to enhance the children's understanding of the world around them. Children know how to use the computer and many children in the Nursery already show good mouse control and use very simple programs. This skill is developed further in Reception as children use a paint program to draw pictures and then print off their masterpieces!

Physical development

57. Teaching is good in this area. Children are given good daily opportunities to use a wide range of equipment that supports physical development. They use a range of small equipment on a regular basis. They handle tools, objects, construction and malleable materials such as play dough with increasing control. Children cut, stick, make models, use writing tools, construct with small bricks and in so doing they extend their co-ordination and control. The hall is used effectively to extend children's skills. Staff provide the children with a good range of activities so they make good use of the physical resources of the school. Teachers make sure children are given experiences to match their needs and to extend their understanding about themselves. Nursery children happily run around the hall showing developing spatial awareness and body control. All jump from two feet to two feet but only half can hop on one foot. They are beginning to have success throwing and catching: this skill is further developed in the Reception class where many do this carefully without dropping the ball. These children have good spatial awareness and move round the hall without bumping into each other. They follow the teacher's instructions and stop when asked. Photographic evidence shows they are capable of using a variety of ways of moving round the hall. In both classes children are encouraged to demonstrate their ideas to their peers: this they enjoy.

58. An attractive secure outdoor play area is suitably resourced but teachers have not yet developed a sufficiently structured programme of activities for the area to enhance the children's learning. The teachers have already identified this as an area for further development. The children are confident using the climbing frame. By the end of the Reception class most children hold their pencils correctly and many form recognisable letters.

Creative development

59. Teaching in this area is good and children are given a variety of activities to develop their skills and interests in music, art and design, story and imaginative play. Children are involved in purposeful play that enables them to explore materials and media, take part in music and use their imagination effectively and communicate ideas. Children paint, draw, make patterns, print, use play dough to make "cakes" blowing out the candles and singing "happy birthday". They like to choose from a range of resources such as colour of paint, junk material for collage patterns: should they choose feathers or not? and using slices of vegetables for printing. They explore colour, shape and texture. They enjoy using their imagination in role-play: the hospital in the Reception class and the airport and aeroplane in the Nursery. These areas are regularly changed to reflect the topic.

ENGLISH

60. At the end of Year 2, standards are below average in speaking and listening, reading and writing. At the end of Year 6 standards are below average in reading and writing, and average in speaking and listening. Although this represents a decline in standards since the previous inspection report in speaking and listening at the end of Year 2 and reading at the end of Year 6, nevertheless, there has been some improvement since the 2002 national tests in Year 6. This is largely due to the strong, recent response that the school has made to the areas for development identified at the previous inspection. Given their attainment on entry to school, pupils' achievement and progress, including those pupils with special educational needs, is satisfactory. Teaching is good overall, with some very good teaching evident, particularly in Year 6. This represents an improvement since the previous inspection report.

Strengths in the subject are:

- Substantial recent developments have led to improvements in assessment procedures, marking, monitoring of teaching and pupils' work and a more positive role for the subject leader.
- The use of ICT in English has improved significantly.
- The library is now used more effectively to develop research skills.
- The quality of teaching is good.

Areas for development are:

- To raise standards in reading and writing overall, and speaking skills in Year 2.
- To promote more opportunities for higher ability pupils to attain the higher national curriculum levels.

61. Attainment is below average in speaking and listening in Year 2 and average in Year 6. The majority of pupils in Year 2 listen with understanding and respond appropriately. In art and design and physical education, for example, they listen carefully to the teacher's instructions and guidance and respond appropriately to carry out a variety of activities without fuss. This maintains a good pace of learning. However, a significant minority do not have the language skills to convey their ideas clearly and are not able to respond to simple questions about their work. For example, when discussing the books they are reading, answers are often short phrases or single words, and pronunciation of words such as "*the*" and "*elephant*" become "*va*" and "*efenan*". By the time they are in Year 6, most pupils develop their ideas thoughtfully when speaking in class. They show confidence when contributing their ideas on poetry using appropriate vocabulary such as "*elegies*" "*sonnet*" and "*rhythm*" in context. The majority of pupils discuss their favourite books and characters enthusiastically, clearly and at length.

62. Pupils in both Years 2 and 6 attain standards in reading that are below the average for their respective ages. Most pupils in Year 2 read simple texts reasonably confidently and correct themselves. They talk about the plot of their story and recount major events that they liked. A significant minority of pupils, however, read simple texts hesitantly. Much meaning and recounting of the story is established through pictures. A small minority of pupils read more complex texts generally accurately, but without expression. Most pupils understand how to use the contents and index of a non-fiction book to find information and talk about their recent experiences in school when doing projects. Most pupils in Year 6 read reasonably confidently but without expression. They understand the use of contents and index to find information. A minority of pupils read fluently, accurately and with a good deal of expression, which makes the story pleasant and interesting to listen to. These pupils identify the essential points when comparing books and discussing preferences. Most pupils have an understanding of how to use books for independent research. They describe recent work they have carried out on the Vikings and a mountains and rivers project using the index and

contents of non-fiction books accurately. A significant number of pupils, however, read hesitantly and need assurance over some words, for example when reading “jumped” for “dumped”. These pupils, whilst knowing where to find the contents and index of a book, are uncertain about how they are used.

63. Pupils’ attainment in writing is below average in both Years 2 and 6. The majority of pupils in Year 2 generally form letters and spell simple words accurately. They construct simple, short sentences when developing, for example, pirate and treasure stories. Whilst higher attaining pupils use sequences of longer sentences more successfully to extend their idea, they do not always correctly spell simple words such as two (“tow”) or boat (“bote”) and the use of words for variety and interest is limited. This, together with insufficient examples of punctuation accurately used to separate sentences, limits their ability to achieve the higher national curriculum attainment target. A significant minority of pupils in Year 2 use simple phrases rather than sentences when writing a story. These pupils are only able to identify, with help, the beginning and end of sentences if written on a different line. Pupils, including those with special educational needs, make satisfactory progress in their writing as they move through the school. Most pupils in Year 6 develop their ideas logically in sentences using accurate grammar and spelling. They choose appropriate vocabulary to write their thoughts on a sonnet read by the teacher. Most pupils clearly understand concepts such as onomatopoeia using words such as ‘swoosh’ and ‘slap’. A small minority of pupils convey more complex meanings clearly. For example, “ *the joker in the poem was too serious and frightening to be taken as a joke*”. A significant minority of pupils did not write fluently or with joined handwriting, and the amount of work they achieved was limited. These pupils used a limited vocabulary to express their ideas and their choice was sometimes restricted to words such as “stuff” and “things”.

64. The standard of teaching seen during the week of the inspection was good, with some very good teaching, particularly in Year 6. This represents an improvement since the previous inspection report.

65. The school has successfully implemented the National Literacy Strategy and teachers are using it well. Teachers’ planning is thorough and objectives are clearly stated and communicated to pupils in lessons. Lesson plans recognise the differing needs of pupils and activities are organised for this. Teachers have recently developed good systems for tracking pupils’ progress and attainment, for example by clearly identified targets that are shared with pupils. This has enabled teachers to take account of the attainment of pupils in previous lessons more effectively and to plan accordingly. However, these systems are at an early stage of development and have not yet had a positive impact on the attainment of more able pupils. An analysis of pupils’ work reveals that there has been a significant recent improvement in the way pupils’ work is marked and the amount of written work produced, both in English lessons and in other subjects. There is now a consistent approach to marking pupils’ books, which was not apparent at the previous inspection. Good, informative marking and praise encourage pupils. Very good teaching is typified by an industrious working atmosphere and high expectations of what pupils should achieve. There is a high degree of enthusiasm from pupils for their work, and teachers have good relationships with them. Pupils participate fully with lots of hands up and much humour that clearly increases their interest and concentration. There are good opportunities for pupils to enhance their language skills through the use of ICT. For example, in a very good Year 6 lesson, pupils developed their knowledge of poetry, alliteration, and synonyms by confidently entering, amending and changing the order of words on screen. Ideas were quickly developed and a high pace of learning maintained. The computers were seamlessly used to create poems, with the thesaurus and synonym buttons used as a matter of course. It is evident from discussions with pupils that they are increasingly given opportunities to develop their research skills. For example, this is the case when studying the Vikings or rivers and mountains. Teachers make

better use of the library and reference books generally, than was apparent at the previous inspection.

66. The subject leader has a thorough grasp of the issues involved and has a clear picture of future development. There has clearly been a substantial, recent improvement in the way that the role is perceived. Assessment and monitoring procedures have been developed since the previous inspection. The school now uses a comprehensive range of information and tests to inform teachers' planning. There has been a significant improvement in the monitoring of teaching and pupils' work. The information gathered from lesson observations and scrutinising what pupils have achieved is being shared with teachers. This is helping to promote a more consistent approach to the subject and a greater awareness of the National Curriculum attainment targets. The school recognises that it is important to sustain and refine these developments in order to help to raise current levels of pupils' attainment.

MATHEMATICS

67. Standards are below average at the end of Year 2 and by the end of Year 6. The pupils, including those with special educational needs, are now beginning to make good progress through the school, as the quality of teaching is consistently good or better. This is particularly so in Years 3 to 6 where the quality of teaching has recently improved but as yet has not had sufficient time to impact on standards. Standards since the last inspection have fallen but when compared to the results of the National Curriculum tests for eleven year olds in 2002, those found during the inspection show a rise. Mobility amongst the pupils makes target setting very difficult as the school population is constantly changing. The small size of each cohort makes any statistics unreliable. The role of the subject leader was unsatisfactory in the previous report. This has effectively been addressed.

Strengths in the subject are:

- The quality of teaching;
- Teachers' knowledge and interest;
- Planning based on prior attainment;
- Work well matched to the needs of all pupils;
- Well-organised and paced lessons;
- Effective use of questioning and plenary at the end of lessons to recap or extend pupils' knowledge and understanding;
- The good relationships between adults and pupils;
- The good use of teaching assistants;
- Pupils' enjoyment, interest and concentration;
- The role of subject leader.

Areas for development are:

- Raising standards of attainment so more pupils attain above the average;
- Pupils' abilities in applying and using their mathematical knowledge to solve problems;
- Assessment and tracking of pupils' progress: already implemented but yet to impact on learning;
- Homework;
- The more frequent use of ICT.

68. Standards are below average partly because of the small number of pupils achieving above the expected levels and partly because of previous poor quality of teaching. This is an area for further development. Areas of weakness have been identified by the school and strategies are in place to ensure appropriate coverage.

69. The quality of teaching overall is good with some very good teaching in Years 4 to 6. Lessons are well planned, based on the National Numeracy Strategy, and build on previous learning.

70. Work is well matched to the needs of all the pupils and provides appropriate challenge for the higher attaining pupils, particularly in Years 3 to 6. The pupils enjoy the quick fire mental questions at the beginning of each session and the brisk pace of most lessons helps to motivate the pupils to achieve. Teachers use questioning effectively to extend and reinforce pupils' knowledge. For example, questioning in a Year 3/4 lesson helped to reinforce and extend pupils' knowledge of how to use an empty number line to solve subtraction sums and their understanding of place value. Very good relationships give pupils the confidence to explain how they found their answers, even where the explanation is not what the teacher had expected! For example in a Year 6 lesson pupils were asked to partition 45×4 (separate the numbers into tens and units) to find the answer, the pupil chosen to explain the answer wrote $45 \times 2 = 90$, $90 \times 2 = 180$, which is correct but which did not use the method the teacher intended. At the end of each lesson the plenary is used effectively to either recap or provide an extension to learning. Support staff are well used across the school and this has a positive effect on the learning of pupils with special educational needs. In Year 6 good use is made of ICT as a teaching resource but there is limited evidence of pupils in other year groups using the computer on a regular basis to support their mathematics. This is an area for further development.

71. There is less emphasis on applying and using mathematical skills and pupils do not readily use their knowledge to solve problems. This is an area for development. The school is aware of a weakness in this aspect of mathematics. In some lessons the pace drags and pupils spend too long on the carpet, listening rather than doing, becoming a little restless as a result. Teachers provide homework for pupils on a regular basis but it is not a high priority and is not used well enough to help pupils extend their knowledge, particularly with problem solving. Looking at pupils' work reveals mainly neat presentation and helpful marking.

72. Although assessment and tracking of pupils' progress has been recently introduced this is an area that needs to be developed further so teachers have a clear idea of where pupils are. This information is then translated into targets for individuals or groups so pupils know what they need to do to improve, thus helping to raise standards.

73. All pupils are well motivated to achieve because teachers are enthusiastic and knowledgeable and provide a range of experiences for them to enjoy. They respond with interest to the teachers' questions, and most listen carefully. Since work is usually well matched to pupils' needs, the majority remain focused on the tasks and concentrate. Opportunities are provided for the pupils to work together and collaborate, sharing ideas and resources, which they do very well.

74. In the previous report the role of the subject leader was unsatisfactory because there had been no opportunity to observe teaching, look at planning or pupils' work. This has been fully addressed and all teachers have been observed, planning checked and pupils' work looked at. The subject leader has worked very hard analysing test results and discussing with staff areas highlighted as weaknesses, and how to raise standards. Despite all the work there has been insufficient time for an impact on standards.

SCIENCE

75. Towards the end of Year 2 standards in science are below average but towards the end of Year 6 they are average. There is a significant improvement in achievement for the oldest pupils in the school. This is the result of a much more thorough approach to the programme of study for science, better use of resources, effective use of strategies for tracking progress and a thorough and developing approach to subject leadership. The teaching of science is good overall.

Strengths in the subject:

- Good achievement towards the end of Year 6;
- Good teaching overall;
- The good practical and investigative opportunities offered;
- A growing strength in pupils' understanding of scientific methods;
- The work of the subject leader in securing improvements.

Areas for development:

- The continued challenge to higher attainment;
- Pupils' confident use of scientific terminology and methods;
- Independence in learning.

76. The results of National Curriculum standard tests in recent years have been consistently below average and sometimes very low at the end of Year 6. The evidence of inspection is that pupils are now making rapid progress and achievement is much better. Pupils who find learning difficult are given tasks prepared for their needs and prior attainment, and frequently, a greater measure of adult support to complete their tasks. Higher attaining pupils have more challenging tasks designed for their needs and often there is an extension task for those who complete their work faster. All have a good range of experience across the whole curriculum. This enables pupils to attain average standards in Years 3 to 6. Especially in Years 3 to 6 pupils are challenged by imaginative tasks that both make them think and appeal to their sense of humour. For example, pupils in Year 6 had to use scientific methods to solve the mystery of the body on the classroom floor. Not only did the task challenge their thinking but also it engaged them through the names of the suspects and their accessibility to the powder found at the scene of the crime: for example, Mr Baker and the flour; Mr Boots and the liver salts. Pupils tested the powders and eliminated the innocents by comparing results with the powder found on the body. This was good experience in the first steps of forensic science.

77. The teaching is good overall. All lessons were good or better. Since the previous inspection, teachers have benefited from good support in how to teach science well. Not only do they have good subject knowledge that they use well but also they devise stimulating and challenging tasks. They manage pupils well and effectively use an active style of learning where pupils have a lot to do. Marking of pupils' work is very helpful and supportive. It gives good encouragement and indicates what has been done well and what could be improved. Teachers make good links to other areas of the curriculum, for example, by providing some tasks that demand the use of pupils' own powers of creating written language, using mathematics skills for careful measurements and collecting data in tables and graphs and using ICT for aspects of the science curriculum.

78. Since the previous inspection the style of teaching science has made much more of practical and investigative methods. All the work seen shows signs of first hand experience – close observation of scientific phenomena, recording what is seen and drawing conclusions. This is well calculated to stimulate pupils' thinking and is a contributory factor to the improving standards seen. Pupils of all ages have some understanding of how an investigation is

conducted. They begin to use the appropriate scientific vocabulary that helps them think about and analyse their findings. They still find it difficult to use some of the vocabulary. Younger pupils cannot talk with any confidence about making a scientific prediction, although they are frequently called upon to do so in their work. While older pupils were quick to point out that to be fair a scientific test must have some factors kept the same and that one should change, none could use the terms 'control' and 'variable'. However, higher attainers were quick to discuss the fact that a scientifically fair and valid test must be capable of being repeated with the same results. It is these aspects of scientific methodology and pupils' confidence with it that are beginning to challenge thinking and pupils' higher attainment.

79. Much of the recent improvement is due to the subject leader's intervention and support. Adequate time has been secured for the teaching of science. There is good direction for the subject. Lessons have been seen, weaknesses identified and rectified. The school now teaches a full and balanced curriculum. A long-term plan is in place but is still being adjusted to meet the school's needs. There is now a good strategy for termly checking up on progress, recording the result and keeping pupils on target for further progress. The results of National Curriculum standard tests have been analysed and this has highlighted areas of weakness that are now being taught effectively.

80. The school is now beginning to be confident about what needs to be done to ensure higher attainment. This is not yet showing up in National Curriculum standard tests or in some aspects of the work seen. For example, in the current Year 2, although most pupils are on target to achieve the expected standards, there is very little evidence of a higher level of thinking and working which some should be able to attain. There is growing evidence of this beginning to happen towards the end of Year 6. This is the result of the imaginative and challenge approach to the work. Although pupils are beginning to be comfortable with the use of scientific methods and practical work, few have real confidence in the vocabulary that helps them to discuss and explain their findings. Teachers work very hard to ensure that pupils have good first hand experiences. Some pupils lack the maturity to plan and organise their own work. Others find partner work and group work difficult. This lack of independence holds back the attainment of some.

ART AND DESIGN

81. Standards in art and design towards the end of Years 2 and Year 6 are average, which is similar to the findings of the previous inspection report.

Strengths in this subject are:

- The range of activities offered to pupils;
- Pupils understanding of the work of famous artists;
- Leadership in the subject.

There are no areas for development identified specific only to art and design.

82. Pupils in Year 2 explore and use a variety of materials to make three-dimensional constructions of octopus and fish. They have a clear idea of what they are to achieve and how it relates to other work they are doing. They study the work of other artists such as Lowry and carry out their own ideas in pencil, pastel and crayon. After studying the work of Mondrian, they use a computer art program to produce work in the same style. Pupils, including those pupils with special educational needs, make satisfactory progress as they move from entry into the school to Year 6. Pupils in Years 3 and 4 make pencil drawings from direct observations, using tone to good effect. These pupils study the work of Gustav Klimt and make coloured drawings of trees in a similar style. Pupils in Year 6 make effective use of sketchbooks for design and experiments. They investigate Chinese motifs and make a

variety of preparatory drawings for sculptures. The majority of pupils experiment successfully with the casting process to make three-dimensional objects. Using clay and plaster, they use a variety of objects to realise their intentions. They experiment successfully with adding and changing everyday objects to transform a paper plate into a sculpture.

83. There is insufficient evidence to make an overall judgement on the quality of teaching as only two lessons were seen during inspection week. However the implication from the standard of work seen and discussions with pupils is that teachers offer pupils opportunities to work with a good variety of media. This helps to ensure that pupils have a broad knowledge and understanding of materials and processes to express ideas and meanings. Tie-dye, sculpture, casting and computers are good examples of this. In the lessons seen, planning was good and resources well-deployed, enabling pupils to start their work immediately. Teachers gave pupils a very clear idea of what they were to achieve and pupils worked with interest and enthusiasm. Pupils in Years 3 and 4 are given the opportunity to enhance their learning by visiting the Yorkshire Sculpture Park.

84. The management of the subject is good. The subject leader has a good knowledge of the subject and supports other teachers well. The aims, ideas and intentions of the art and design curriculum are communicated well to other teachers.

DESIGN AND TECHNOLOGY

85. Standards in design and technology the end of Years 2 and Year 6 are average, which is similar to the findings of the previous inspection report.

Strengths in this area of the curriculum are:

- Pupils' knowledge of a design and make process;
- Subject leadership.

There are no areas for development identified specific to design and technology.

86. Pupils in Year 2 make a model playground using a variety of materials. They design their model before beginning the construction and label the drawings to show the various parts and what materials are to be used. Pupils complete evaluation sheets afterwards, commenting on their methods and how they could improve their work. A similar, methodical approach is taken when they make up a fruit salad from their own selection of ingredients. Pupils, including those pupils with special educational needs, make satisfactory progress as they move from entry into the school to Year 6. Pupils in Years 3 and 4 investigate how slippers are made by disassembling them, in preparation for making their own. They examine and record the appearance, structure and materials. Pupils in Year 6 gather information and photographs on a variety of bridges. They use the information as a starting point for their own constructions. Pupils build freestanding structures, joining straws in a variety of ways, taking into account strength and appearance. They test a variety of materials, such as wood, paper and fabric, to make decisions on the most appropriate glue to use with each one. The results are evaluated from charts, which each pupil produces.

87. There is insufficient evidence to make an overall judgement on the quality of teaching as only one lessons was seen during inspection week. However the implication from the standard of work seen, an analysis of documents and discussions with pupils is that teachers' daily plans for lessons fit into overall schemes for the school terms, based upon an appropriate design and technology policy. This helps to ensure that pupils' work progresses appropriately and with continuity as they move through the school. In the lesson seen in the Year 4/5 class, the teacher discussed with pupils what they had learnt previously about the construction of slippers. The teacher reinforced the logical approach that pupils should take

to the design process throughout the lesson. This enabled pupils to build successfully upon their previous knowledge and work.

88. The management of the subject is good. The subject leader has a firm grasp of the issues and a clear view on the future development of design and technology. The subject policy, planning and resources are relevant and appropriate for the development and coverage of the curriculum.

GEOGRAPHY AND HISTORY

89. Standards in geography and history are average towards the end of Year 2 and Year 6. This maintains the standards found at the time of the previous inspection. Achievement is good, given pupils' below average attainment on entry to full time education. Higher attaining pupils and those who find learning difficult make good progress in the light of their prior attainment.

Strengths in the subjects are:

- The broad range of first hand experiences; pupils learn 'real' history and geography;
- Linked to this, the use of local geographical and historical resources;
- Teachers' knowledge that enhances pupils' learning;
- Links with other subjects, such as English, mathematics and ICT;
- The quality of display to support learning.

Areas for development are:

- The greater use of literacy skills to support independent learning;
- Using existing individual strengths in measuring progress to build a whole school strategy for assessment.

90. Pupils benefit from a very broad range of first hand experiences in both geography and history. For example, older pupils have recently visited Reeth, exploring the river, considering its impact on the landscape and the way the climate and landforms contribute towards agriculture and tourism. The curriculum is well established and well organised, ensuring within the limitations of time available a good spread of historical and geographical learning opportunities. Although in some cases, and particularly with younger pupils, there is relatively little written evidence, pupils recount their experiences, for example at Preston Hall, of being Victorians at school, learning a great deal through role-play. This style of learning is a characteristic of the school. Pupils in Year 6 complete their written tasks on the Vikings in a 'Viking feasting hut' simulated in their classroom. Pupils find this way of learning stimulating and interesting and this is a considerable enhancement to the quality of learning. In discussion, pupils have a good understanding of the way historians work and how geographers use the features of the locality in their work. Older pupils have a mature understanding of research methods. They talk readily about the work of archaeologists and the way in which primary and secondary sources are used to support historical research.

91. Learning is further stimulated by teachers' knowledge. The range of pupils' understanding implies that teachers have a good understanding of the knowledge and skills demanded by the curriculum. This is confirmed by the quality of teachers' planning which is frequently comprehensive and detailed. As a result lessons go briskly and with enthusiasm. Because they know the subject matter well, teachers deliver confident lessons. As a result pupils are well engaged and focused. This helps to promote good behaviour and positive attitudes towards learning, an improvement since the previous inspection.

92. There are effective links with other subjects of the curriculum. Many – but not all - tasks expect pupils to create their own written response. This sort of task challenges pupils

intellectually. Other tasks are worksheet based and do not have the same level of challenge. There is evidence of aspects of mathematics being reflected in geography, particularly through measuring and collecting data in tables. Most classes also display a time line that helps with an understanding of chronology. There is little evidence of ICT being use by pupils to present their work. However, there is good evidence of pupils using CD ROMs and the Internet to research their history and geography topics. In many classrooms and corridors, there are stimulating displays that highlight aspects of the topics pupils are working on. For example, there are photographs of Year 1 and 2 pupils and members of staff dressed in Victorian clothing, with an allied collection of historical artefacts. The results of the visit to Reeth are displayed in the hall with artefacts, photographs, artwork and pupils' writing. All this adds to the breadth and relevance of what pupils are learning.

93. Although teachers usually make good use of pupils' literacy skills – reading for research, writing to report upon findings – some worksheets do not make enough of pupils' potential. When this happens, insufficient use is made of reading and comprehension skills and of pupils' ability to create their own language to report on what they know, can do and understand. There is no consistent whole school strategy for measuring the progress pupils' make and using this information to plan for future progress. It is then difficult for the school to be clear about what skills have been learned and used and what needs to be learned next.

INFORMATION AND COMMUNICATION TECHNOLOGY

94. At the end of Years 2 and Year 6, standards are average, which represents a significant improvement since the previous inspection report. All aspects of the curriculum are now being taught and this key issue from the previous inspection has been successfully addressed. Teaching is good overall with some very good teaching evident in Year 6.

Strengths in the subject are:

- The use of ICT to enhance learning in other subjects;
- A significant improvement in standards since the previous inspection report;
- Teachers have a good knowledge of the subject, which they have used confidently, and successfully to raise standards.

There are no areas for development identified that are specific to ICT only.

95. Pupils in Year 2 are confident in their use of the computer keyboard and mouse when using an art program to create a picture about the sea. They also produce intricate images based on the work of Piet Mondrian using a wide variety of line and colour effects. They successfully use the line, shape and colour tools independently. They discuss their work using the appropriate vocabulary, such as '*tools*', '*undo*' and '*fill*', and have a clear understanding of how to save and retrieve their work independently. Year 2 pupils understand that information, for example of class surveys, may be entered into a computer program and the results shown as a chart.

96. Pupils, including those pupils with special educational needs, make good progress as they move from entry into the school to Year 6. They demonstrate, in the work they have done, a good range of skills and levels of understanding across the range of National Curriculum programmes of study. Pupils in Years 3 to 6 have many opportunities to use their ICT skills to support their learning in other subjects. For example, pupils in the Year 4/5 class create either posters or newspaper articles to use words for effect to sell items such as a device to tidy your bedroom. They understand that the ways in which they present the information, using text and graphics, can have an impact on an intended audience. The majority of pupils in Year 6 combine text, graphics and photographs to make a computer-generated book or slide presentation of up to 10 pages on the "Vikings" as part of a history

project. They take photographs of each other on a digital camera dressed as Vikings and download these into their files. They understand how sound or music is added from their own work composed on a computer. Most pupils can plan and determine the sequence of events needed to produce the intended results. In an English lesson, a significant majority of Year 6 pupils used a word processing program to present, amend and organise their poems. Their confident drafting and editing skills maintained a good pace of learning and ideas were more quickly developed.

97. Teaching of ICT is good overall. As a result of effective training, teachers have good subject knowledge, which is used well to enhance pupils' skills and knowledge. They are confident when demonstrating new techniques, using the computers and solving problems. This is evident in the skills pupils have previously acquired. For example, the way in which teachers confidently use the interactive board to project the computer screen whilst they are discussing the work enhances pupils' ability to grasp new concepts more quickly. Support assistants in the computer suite are effectively deployed. This is particularly evident when they are working with lower attaining pupils. They confidently and quickly solve problems with individual pupils, which maintains a good pace to learning. Teachers ensure that much of the work that pupils do in the computer suite is linked to their work in other subjects. Work carried out in lessons such as mathematics, art and design, history, geography and English forms many of the starting points when learning new ICT skills, which gives pupils an awareness of the way ICT is used in a wide variety of contexts. In a very good lesson in Year 6, the enthusiasm, very good subject knowledge and high expectations of the teacher ensured a very good pace of learning. Pupils were engrossed in their work at a variety of stages in producing a multimedia presentation of a history project. The school has recently started a lunchtime club to enable pupils throughout the school to send "e-blueys" to parents who are serving in the forces overseas. This provides a good learning opportunity for pupils to access and understand this system that the British Forces Post Office has set up to send letters electronically via the Internet.

98. The management of the subject is very good. The subject leader, who is recently appointed, has a high level of subject knowledge, and already has had a significant impact on pupils' learning. Substantial improvements have been made to the breadth, balance and relevance of the curriculum that pupils study since the time of the previous inspection report. Much has been achieved in a short period of time and very good medium and long-term plans indicate that the subject leader has a very good grasp of the issues and a clear view on the future development of ICT. Resources are good and well deployed. A computer suite is used to teach classes of pupils, whilst every classroom has at least one computer. Very good use is made of interactive screens. The immediacy and clarity of this resource is very effectively used to maintain pupils' concentration and pace of learning.

MUSIC

99. Standards are average at the end of both Year 2 and Year 6. The quality of teaching and learning is good and the pupils, including those with special educational needs make satisfactory progress through the school. Standards have improved since the last inspection, when they were below what was expected for pupils in both Year 2 and Year 6. All aspects of the music curriculum are now carefully planned to ensure appropriate coverage: coverage was judged to be unsatisfactory at the last inspection as pupils had few opportunities to compose or perform.

Strengths in the subject are:

- The quality of teaching and learning
- The use of a specialist music teacher
- The range of opportunities both within the curriculum and in extra-curricular activities

Areas for development:

- The standard of singing, particularly Years 3 to 6
- The role of the subject leader

100. The improving standards achieved in music are largely due to two factors. The first and most significant of these is that a music specialist teaches all classes. The second is the range of opportunities that the pupils now enjoy. For example the Year 1/2 class enjoyed adding untuned percussion sound effects to a poem and the older pupils experimented with chords to accompany a song. Pupils are becoming more aware of rhythm and keeping the beat as the majority of the younger pupils were able to pass a rhythm pattern round the class and keep a steady beat. No mean feat for young pupils! They could also accurately copy a simple rhythmic pattern clapped by their teacher. There is evidence from displays that pupils have “composed” music using the pentatonic scale – a scale based on a special pattern of five notes – and in the style of Chinese music. A few of the Year 6 pupils were able to record their compositions using standard musical notation as opposed to devising their own way of recording, often using pictures.

101. The standard of singing is varied. The younger pupils sing with more enthusiasm and interest than the older pupils and are attempting to sing simple two part songs with one part echoing the other. They are more successful in pitching the tune accurately. However in one assembly pupils sang a two part hymn which showed the potential for singing but as yet many lack the confidence to sing out. Since the specialist teacher has only been in post a couple of terms there has been insufficient time to impact on the standards of singing and raise the enthusiasm of some of the older pupils.

102. The subject leader has only recently been appointed and has had little opportunity to look at teaching or planning: an area for further development. There is a range of extra curricular activities, recorders, instrumental tuition and choir: the latter is open to all pupils from Year 1 upwards. The choir performs in the community and the school wants to extend this activity. A wide variety of music from all over the world is heard before assembly. This, and the occasional performance of the garrison band, enhances the pupils’ music curriculum and broadens their appreciation of different types of music.

PHYSICAL EDUCATION

103. Standards in physical education are average towards the end of Year 2 and Year 6. Pupils make satisfactory progress overall and their achievement is satisfactory. Teaching is satisfactory overall, although some teaching is good and very good. This maintains the standard found at the previous inspection.

Strengths in the subject are:

- Pupils’ enthusiasm for physical activities;
- The good use of teachers’ subject knowledge in the lessons seen;
- The range of different activities available;
- The accommodation and learning resources and the way they are used.

There are no areas for development specific only to physical education.

104. Pupils enjoy their physical education lessons. This is clear from the way they discuss the range of activities available to them. The fact that they are enthusiastic and interested enhances their performance and helps them maintain a satisfactory standard. In a lesson in the school hall, pupils in Year 1 and 2 responded quickly and quietly and worked independently as they explored and extended skill with a ball. Year 4, 5 and 6 pupils enjoy athletics activities on the school field. Some perform to a high standard as they practise a modified triple jump and throw a type of shot specially designed for use at this age. These pupils listen carefully to instructions and then practise and refine their skills with interest and involvement.

105. Teachers have a good knowledge of the curriculum and they are consistent about extending pupils' understanding of the importance of physical activities. Only limited dance, athletics and games lessons were seen but pupils are very clear about what they learn and have a good understanding of the reasons for an adequate warm up and effect of exercise on the body. It is clear from pupils' levels of knowledge, that teachers discuss health and safety requirements on a regular basis. Teachers have a good understanding of the skills they are encouraging and, in some cases, they model techniques very well. They are quick to prompt and give praise as they interact very well with pupils.

106. The school provides a good range of physical activities, both in regular class lessons and in swimming, but also outside normal lesson times. Pupils have opportunities to participate in out of hours clubs in netball, rounders, soccer, cricket and rugby according to season. There is also a high quality after school gymnastics club for which pupils make a payment. This is open to pupils of all ages attending the school.

107. The facilities available for sporting activities are good. The school hall is spacious and well suited to indoor work in bare feet. The school field is extensive, in very good condition and clean. Learning resources are plentiful and in good condition. The good use of these facilities is complemented by pupils' enthusiasm and the skills and knowledge teachers show in the subject.

108. In common with most non-core subjects of the curriculum, there is no formal strategy for keeping check on the progress pupils make through a whole school procedure for assessment.

RELIGIOUS EDUCATION

109. Overall by the end of both Year 2 and Year 6 pupils attain standards in religious education that are typical of their age and in line with the expectations of the North Yorkshire Agreed Syllabus. Standards have been maintained since the last inspection. Pupils make satisfactory progress including those with special educational needs.

Strengths in the subject:

- Pupils' interest and enthusiasm;
- Pupils' knowledge of Christianity.

Areas for development:

- Pupils' knowledge and understanding of other faiths;
- Opportunities for pupils to express their own thoughts and feelings in writing;
- The role of the subject leader.

110. As only one lesson was observed during the inspection evidence was based on planning, talking to pupils and looking at their work. Pupils in Year 2 are knowledgeable about the life of Jesus and the importance of Christmas and Easter. They talk with interest about

some of the stories of Jesus told and how he helped people. Moses and the plagues fascinates them, as does the Ten Commandments. They know the Bible is divided into two, the Old and the New Testaments. The pupils had attended weddings and christenings and they talked briefly about these experiences. However they could not recall any facts about other faiths not even when asked about specific religions and celebrations. This is an area for further development. Planning shows other faiths are introduced but from this interview make little impact on the pupils. The Year 6 pupils were also very knowledgeable about Christianity and talked enthusiastically, discussing the Easter story in some depth, and Jesus' miracles and parables. All had been to church with their families, but not as a result of a school visit. Although these pupils were familiar with the names of other religions they could recall very little about them. Again, this is an area for further development.

111. It was difficult to make a judgement about attainment from looking at pupils' books because there was limited written recording. Encouraging to pupils to express their thoughts, opinions and feelings is an area for further development. Additional links with literacy skills will support overall achievement.

112. From the one lesson observed the quality of teaching was good. The teacher was knowledgeable, the lesson well planned with a range of artefacts and resources. For example a clear map showing where Bethlehem, Nazareth and other holy cities are, which was then identified on the globe. Questions were used effectively to extend and reinforce pupils' understanding and knowledge. A good relationship with the class encourages pupils to express their thoughts.

113. Although there is a subject leader, there has been little opportunity for looking at pupils' work, observing teaching or looking at plans. This is an area for further development. At present there are no visits to a local church or other places of worship: however the school is aware of this and is making plans for future visits. The army based scripture reader regularly visits the school to lead assemblies and meet the pupils, enhancing their understanding of Christianity.