

INSPECTION REPORT

AMOTHERBY COMMUNITY PRIMARY SCHOOL

Amotherby, Malton

LEA area: North Yorkshire

Unique reference number: 121370

Headteacher: R Audsley

Reporting inspector: D J Halford
12908

Dates of inspection: 17 – 20 March 2003.

Inspection number: 248250

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

School category: Community

Age range of pupils: 5 – 11 years

Gender of pupils: Mixed

School address: Meadowfield
Amotherby
Malton
North Yorkshire

Postcode: YO17 6TG

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Appropriate authority: The Governing Body

Name of chair of governors: S Drew

Date of previous inspection: 16 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12908	D J Halford	Registered inspector	The Foundation Stage Curriculum Educational Inclusion English Modern Foreign Language Music Religious Education	What sort of school is it? How high are standards? The school's results and achievements. How well are pupils' taught? How well is the school led and managed?
9572	K Anderson	Lay inspector		How high are standards? 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?
32264	C Child	Team inspector	Special Educational Needs Mathematics Information and Communications technology Design & Technology Art & Design	How good are the curricular and other opportunities offered to pupils?
16761	M P Hemmings	Team inspector	Science History Geography Physical Education	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Amotherby Community Primary School is a smaller than average primary school which caters for pupils aged 4 to 11. It serves the village of Amotherby and its surrounding area. A significant number of pupils travel to school by bus. It is part of the North Yorkshire LEA. There are currently 173 pupils on roll, of whom 71 are boys and 102 are girls. Pupils come from a wide range of social and economic backgrounds, but taken overall pupils come from advantaged backgrounds. On entry to the school, pupils' levels of attainment range widely, but the majority show above average levels of skills for their age. Less than five per cent of the pupils are eligible for free school meals and almost eight per cent of the pupils are on the register of special educational needs. Both percentages are below the national average. One pupil has a statement of special educational need. No pupils have English as an additional language.

HOW GOOD THE SCHOOL IS

This is a very good and improving school. Its many strengths far outweigh its weaknesses. Very good leadership and management by the headteacher ensure that the school has clear direction. The school creates a very positive atmosphere for learning and the needs of individual pupils are very well known by the staff. Good teaching throughout the school, with a significant percentage of very good teaching, has a positive impact on the pupils' learning. Standards in the basic skills of English, mathematics and science are well above national averages by the time the pupils are aged eleven. Pupils achieve well and the school gives very good value for money.

What the school does well

- Outstanding relationships between all adults and pupils enable the pupils to feel secure, work hard, have very good attitudes to their work and behave very well. The school takes very good care of its pupils.
- Pupils' standards of work in the basic skills of English, mathematics and science are well above average by the time they are eleven years of age.
- Teaching is good throughout the school and often very good.
- Pupils' personal development is very good overall. Their social development is outstanding
- The school has a very good partnership with parents and its local community.
- The headteacher provides very clear direction for the school. He is ably assisted by a very capable deputy and by a governing body which has a good understanding of the strengths and weaknesses of the school.

What could be improved

- The development of pupils' creative skills.
- The quality of pupils' work, by establishing a more consistent approach to teachers' marking.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998, when it was described as a good school. Since then has made good levels of improvement in the two areas identified. The pupils' standards of attainment in religious education have improved and are now likely to reach the expected level by the age of 11. The link between assessment and curriculum planning has been improved and is now good.

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	A	B	C	E
mathematics	A	A	A	B
science	A	A	A	B

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

National test results for 11-year old pupils indicate that, when compared against national averages, the school has maintained standards which are well above average in mathematics and science over an extended period of time. In comparison with similar schools, in 2002, standards are above average. The profile for English, however, indicates a declining trend over time when compared to national averages, with a well below average position when the pupils' results are compared with similar schools. Inspection evidence indicates that the pupils currently in Year 6 attain standards which are well above average in all three subjects. The school sets challenging targets for these pupils and is on course to achieve them.

National test results and assessments for 7-year-olds indicate consistently well above average standards of attainment in reading, writing and mathematics, and inspection evidence confirms this position. Most children enter the reception year with above average skills. Through the school they achieve well and demonstrate well above average skills by the time they move to the secondary phase of education. Pupils with special educational needs are well supported. They make good progress in their learning and achieve well. Pupils' standards in information and communications technology (ICT) are above average. Pupils' skills are developing well, but need to be used more frequently across a range of other subjects. Standards in the other subjects are broadly in line with the average. Pupils would benefit from increased opportunities to develop their creative skills.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils throughout the school show very good attitudes to their lessons. They show very good levels of independence from an early age.
Behaviour, in and out of classrooms	Very good. The great majority of pupils respond very well at all times. They move around the school very well and play very well together in the playground. They behave very well at lunchtime.
Personal development and relationships	Very good overall. This is a strength of the school. Pupils are very well known as individuals and respond very well to adults and other pupils. Relationships are outstanding throughout the school.
Attendance	Attendance is very good. Pupils are punctual and lessons start on time.

TEACHING AND LEARNING

Teaching of pupils in:	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 quality of teaching is good overall and a significant proportion is very good. There is some outstanding teaching in this school. This is an improvement on the quality of teaching when the school was last inspected. This high proportion of good and very good teaching, particularly in English and mathematics, has a positive impact on pupils' learning, particularly in their acquisition of basic skills. Teachers know the needs of individual pupils and manage them very well. As a result pupils show interest in their lessons and concentrate very well. Teachers are ably assisted by support staff of good quality. Support for pupils with special educational needs is good. This also contributes positively to the pupils' learning. Although the quality of teaching has many very good features, it could be further improved by the development of a more consistent approach to teachers' marking.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum has breadth and balance. It is complemented by an outstanding range of extra-curricular activities. It is stronger in the provision for basic skills than in provision for the development of the pupils' creative skills.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are provided for well and are regularly seen working at the same tasks as their peers. They make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The provision for the pupils' social development is outstanding. Provision for spiritual and moral development is very good; provision for cultural development is good.
How well the school cares for its pupils	Very good. The school cares very well for its pupils. Monitoring of pupils' academic progress has improved since the last inspection and is now good.

The school enjoys very good relationships with many of its parents. They hold it in high regard and offer very good levels of support.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher offers a very clear direction for the school. He is ably supported by a very capable deputy and knowledgeable subject coordinators. The school has plans to develop the role of subject coordinators further.
How well the governors fulfil their responsibilities	The governing body has a good understanding of the strengths and weaknesses of the school. Governors fulfil their responsibilities well.

The school's evaluation of its performance	The school has very good procedures to evaluate its performance. It readily identifies improvements to be made and has an outstanding commitment to improve.
The strategic use of resources	The school uses its resources very effectively. It has made outstanding improvements to its grounds and recently established impressive provision for information and communication technology.

Staffing levels are adequate and the accommodation is very good and cared for well. The school has good learning resources. The governing body know the principles of best value and apply them effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like school and make good progress • The teaching is good • The school is well led • Pupils are expected to work hard and achieve well 	<ul style="list-style-type: none"> • Information from the school to parents • How closely the school works with parents • The amount of work pupils are expected to do at home

The inspectors agree with all the positive points raised. The inspection finds that overall pupils are given an appropriate amount of homework to supplement work done in school. The vast majority of parents believe the school works closely with them and many support the school very well. The information the school gives to parents is very good, overall. The inspection evidence indicates that reports on pupils' academic progress could be improved by a more detailed indication of what pupils need to do next to improve their work.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The 2002 National Curriculum test results for pupils at the end of Year 6 show that in terms of average points scores, standards of attainment are well above the national average in mathematics and science, and close to the national average in English. In comparison with schools having a similar percentage of pupils entitled to free school meals, pupils' results are well below average in English and above average in mathematics and science. In terms of pupils' prior attainment, however, standards are below average in English but above average in mathematics and science. The trend in the school's average National Curriculum points scores for all three subjects has been consistently above average since 1998, and well above average in 2000 and 2001. The percentage of pupils gaining the higher level is above average in mathematics and well above average in science. It is close to the national average in English. Inspection evidence indicates that the pupils currently in Year 6 are on course to maintain the trend of above average performance in mathematics and science and improve of the pupils' past performance in English, where the trend has shown a decline. Most pupils enter the school with above average skills and by the time they reach the end of Year 6 they display standards which are well above average in all three core subjects of the National Curriculum. Taking this into account they make good progress over time and achieve well.
2. The 2002 National Curriculum test results for pupils at the end of Year 2 shows that standards of attainment are frequently well above the national average in reading, writing and mathematics, and have maintained this trend consistently since 1999. In comparison with similar schools, standards are well above average in mathematics, above average in reading and broadly in line with the average in writing. Inspection evidence indicates that pupils currently in Year 2 are attaining standards that are well above average in all three areas. As with pupils currently in Year 6, when taking account of their above average basic skills on entry to the school, pupils aged 7 are making good progress and achieving well.
3. Pupils' speaking and listening skills are very good throughout the school. They are most attentive and listen particularly well on virtually all occasions. The vast majority listen very effectively to their teachers and to each other. This was seen to particularly good effect in a Class 4 'circle time', when pupils sat around the classroom in a ring and exchanged thoughts and feeling very well over a song which they had been learning in a recent music lesson. Most pupils speak readily, clearly and audibly and are able to express themselves very well. Most are very willing to share their thoughts and ideas with others. In reading, standards of attainment are very good, overall. Pupils in Year 6 are frequently asked to read challenging texts to the whole class, as seen in two high quality lessons, one of which concentrated on the meaning of some difficult poetry and another in which they considered how water was cleaned for personal consumption. When reading for pleasure many pupils are readily willing to say why they have selected a particular book and say why they have chosen it. Standards in writing are frequently above average. Pupils have a broad range of opportunities to write for different audiences and different purposes and many reach very good standards by the time they are in Year 6.
4. The standard achieved in mathematics across the school is very good. The results of tests taken as the children enter school show a level of attainment above the national average,

while the results achieved by the pupils at the end of Year 2 and Year 6 show results well above the national average. The progress made by the children as they move through the school is good. The number of pupils in Year 6 achieving the expected standard in 2002 was well above average, and the number exceeding it was above average.

5. The standards of work of pupils currently in Year 6 and Year 2 are well above the national expectation. This is a similar position to the standards attained in the national tests and assessments in 2002. Pupils make good progress with their work in science.
6. Standards of attainment in information and communications technology (ICT) are also well above average by the time the pupils are in Year 6. The provision of a specially provided ICT suite, which is very well equipped, has led to pupils having very good access to a very broad range of opportunities to develop their ICT skills to a very high level. Computers are regularly seen to be in use in classrooms, but on a day-to-day level the tasks set for pupils in classrooms do not always provide the same level of challenge as activity in the ICT suite.
7. In most other subjects pupils standards of attainment are broadly in line with national expectations, except for design and technology where they are above average. Given the very good levels of basic skills which the school successfully promotes and for which it has received the recognition of the Basic Skills Quality Mark and an Achievement Award for standards achieved in 2002, the school could do more to promote the pupils' creative skills. A more structured approach to the development of those skills is needed to raise standards, particularly in art and design to a higher level than is currently seen.
8. Pupils with special educational needs are provided for well. Their needs are identified early and appropriate action is taken. They are regularly seen undertaking the same tasks as others in their class. The position identified at the last inspection has been maintained. They are supported well and make good progress in their learning, in relation to their prior attainment.
9. Overall, pupils use their developing literacy and numeracy skills very well in most subjects. Speaking and listening skills are promoted and developed very well on many occasions and younger pupils are confident when in the company of older pupils. They speak with them readily and are very willing to express themselves freely. Pupils across the school describe accurately the different forms of scientific enquiry they have undertaken. Numeracy skills are used very well in design and technology lessons and in history.
10. Overall, the school is maintaining high standards, particularly in the development of pupils' basic skills. It sets challenging targets for achievement and has good plans for further development. The governors express a desire to ensure that standards are as high as they can be across the whole curriculum. The school successfully maintains these high levels in core subjects and for further development needs to apply more structure to the development of pupils' skills in the creative areas of the curriculum.

Pupils' attitudes, values and personal development

11. The last inspection found that pupils at this school behaved very well, worked well and enjoyed good relationships. These positive attitudes have improved and are now very good or excellent. Pupils arrive in a very positive frame of mind, willing to take full advantage of the opportunities school offers. Attendance rates are very high and very few pupils arrive late for school. Accordingly they have full access to the teaching times offered. Pupils are

very well turned out in their school uniform. The vast majority say they like school and some parents even say that it is 'hard to keep them away'. Pupils enjoy both work and out-of-school visits; more than half are involved in the wide range of extra-curricular activities. They talk enthusiastically about what they are doing. During the inspection a group of girls took great pleasure in showing a visitor round their classroom and explaining some of the wall displays.

12. Pupils with special educational needs show very good attitudes to school and to their work. They respond very well to the extra support given by teachers and classroom assistants. They are regularly seen completing similar tasks to their peers.
13. Behaviour around the school continues to be very good and so the school functions as a very orderly community. Movement into and out of school and between lessons is well organised. Pupils are friendly and extremely polite to visitors. They hold doors open for adults and their friends.
14. In the vast majority of lessons behaviour is at least good and often very good or excellent. As a result pupils take maximum advantage of the learning opportunities. Many examples of impressive behaviour were observed. Pupils listen very quietly, answer teachers' questions with enthusiasm and confidence and are keen to contribute. A notable example was seen in an English lesson when pupils were reviewing what they had learnt about spelling patterns. They all listened attentively and when the teachers asked for contributions, they put their hands up immediately but waited to be asked. They answered clearly and were not afraid to make a mistake.
15. Mealtimes are sociable occasions. Pupils sit at allocated tables, take turns to collect their food from the serving counter and then engage their friends in conversation whilst eating their meal. They are friendly to others and welcome the opportunity to talk to visitors. In the playground, behaviour, though noisy and lively, is generally very good. Pupils enjoy using the large climbing equipment and sensibly play a variety of games, such as skipping, football and 'tig'.
16. Pupils all understand the school rules well and have a clear sense of right and wrong. As a result they are learning the value of living in a well-ordered society. Pupils appreciate the system of stars and stickers. They take pride in the awards they receive for good work, behaviour and attitudes. They say that 'you feel really happy' when receiving an award in the Good Work Assemblies. There has been one fixed term exclusion in past year.
17. Because relationships with each other and between pupils and staff are excellent, the school functions as an extremely happy and supportive community. Pupils work very well in pairs or in groups. As a result they support each other very well and their collaborative skills are excellent. An example was observed in a dance lesson where groups of pupils were devising movements that depicted the various characters in 'Peter and the Wolf'. They worked with gusto, discussing the options and agreeing on the way they would perform their piece. Work during a citizenship lesson where pupils drew up their own Ten Commandments illustrates extremely well pupils' care and thoughtfulness of others. No incidents of harassment were observed. Pupils with special needs are very well integrated into the school

18. In religious education lessons, pupils have studied other cultures and religious festivals. As a result they are learning to appreciate the diversity of cultures and the values and beliefs of others.
19. The development of pupil's initiative and personal responsibility is very good. Pupils in Year 6 take on a very wide range of responsibilities in school. These include representing a class on the School Council, helping younger pupils at lunchtime, escorting others to lessons and distributing and collecting the registers. As a result, the part they play has a positive impact on the running of the school. All are expected to help tidy up at the end of lessons and take responsibility for their homework diaries. Although pupils sometimes select their own resources in class, for instance in a music lesson when they chose their own instruments when composing a piece, often resources are prepared and laid out before the lesson. As a result pupils do not take enough responsibility for their own learning and they are not fully developing independent learning skills. This is an area of potential development in what is, overall, a position of great strength for the school.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching and learning is good throughout the school, including the reception year, and there is a significant proportion of very good teaching in this school. Teaching is good or better in 80 per cent of the lessons seen. It is very good in 36 per cent of the lessons seen. No unsatisfactory teaching was seen during the inspection and some of the teaching observed was outstanding.
21. The teaching of English and mathematics is good overall and is frequently very good. The National Strategies for literacy and numeracy have been successfully implemented, adapted to suit the needs of the school, and are delivered very effectively. This is having a positive impact on pupils' learning and contributing strongly to the maintaining of the very high standards of work which the pupils attain.
22. Throughout the school, teachers manage pupils very well. Classrooms are very well organised, resources are always very readily available and pupils are very clear about what it is they are expected to learn. The combination of these very effective teaching methods and the pupils' very positive attitudes to their lessons ensures that pupils' learning is as effective as possible.
23. Where teaching is at its best, in an outstanding literacy lesson for pupils in Years 3 and 4, pupils' were encouraged to identify imperative verbs, explain their purpose and use and follow this by using their own in a variety of ways. In this purposeful lesson, undertaken at pace throughout and culminating in a focussed plenary which drew the strands of the lesson together particularly effectively, it was impossible to identify what more could have been covered. It was an impressive lesson.
24. In the context of a school where teaching and learning are consistently at a good level improvement could be made in some aspects of teachers' marking. Currently, it lacks a consistent approach. All pupils' work is marked regularly and positively. However, in some classes, teachers are particularly clear about what pupils need to do next to further improve their work. A consistent approach to this throughout the school is required.

25. Pupils' developing literacy and numeracy skills can be seen in work in other subjects. In English, pupils confidently discuss the content of poems and can identify which poem they enjoy most from a group. They readily observe similes and metaphors and can describe other linguistic devices clearly and correctly. In mathematics they use their mental agility skills well and this can be seen to good effect in music, where pupils in the lower years of Key Stage 2 identify the rhythm of words and recognise the number of beats in each line of a song. Pupils in the upper years of Key Stage 2 use their vocabulary skills well in identifying features of climate in a geography lesson. The school has two Advanced Skills Teachers on its staff and there is little doubt that the quality of teaching is having a positive impact on pupils' learning, particularly in the development of their basic skills.
26. Throughout the school there is effective support provided for pupils with special educational needs. The impact of this provision is helped by the good quality of the support they receive from an appropriate range of additional adults who provide it. The adults working with these pupils know their needs well and are clear with them about what they are to achieve. Individual education plans are drawn up by the class teacher and incorporated into teachers' planning. The pupils themselves strive to achieve well. The consideration given to pupils with special educational needs underlines the attention the school gives to pupils of different ages and abilities in the same class. The majority of classes in school contain pupils of mixed ages. This does not pose a problem because of the way teachers know the needs of individuals and plan well to accommodate them.
27. Homework is used appropriately to supplement the work which is undertaken in school. Most parents are happy with the school's arrangements for work that is completed at home.

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

28. The quality and range of the curriculum overall is good with all pupils having access to a wide range of interesting and stimulating learning experiences. Those areas of the curriculum dealing with the basic skills are very good and the quality of provision through extra-curricular activities is outstanding. The school grounds have been developed to provide an attractive and stimulating environment, with an excellent range of opportunities to support the development of the pupils.
29. The provision in the Foundation Stage of learning is good, enabling pupils to feel secure and valued and to make good progress in all of the areas of learning expected for this age range.
30. The National Literacy and Numeracy Strategies have been successfully implemented for pupils in Years 1 to 6 and have supported very high levels of attainment within English and mathematics by the end of Year 2 and Year 6.
31. A significant increase in the provision of information and communication technology has been made since the time of the last report, and this has led to a very significant rise in the abilities of pupils of all ages within this area. However, there is a need to ensure that pupils use these skills in other areas of the curriculum and to support their work in other subjects.
32. All statutory requirements are met and swimming is taught. Most children are able to swim the nationally expected 25 metres before they leave the school.

33. Pupils are regularly involved in trips to places of educational interest, while at other times, visitors come into school. Recently a Key Stage 2 class visited the local police station, while a class of younger children were given a talk by a member of the fire brigade, including a tour of the fire engine. The whole school was also involved in a fitness day, led by a local athlete.
34. The provision for the development of pupils' personal, social and health education is very good. A range of activities take place to help them develop respect for the values and beliefs of other pupils and to help them develop self esteem. All classes are involved in regular "circle time" activities, in which pupils sit in a circle with their teacher and discuss a variety of issues and any concerns they might have. The attitudes of the pupils, their respect and care for each other and their open, friendly and confident approach in all situations, is a very significant strength of the school. The school has a school council, with older pupils representing the views of younger ones. Some older pupils also take on a range of responsibilities, including caring for the school grounds, switching on the computers in the computer suite and supporting younger children in the dining hall. They carry out these duties reliably and sensitively. There is suitable provision for sex education which is supported by the school nurse, and an appropriate programme of drugs education.
35. The curriculum is fully inclusive and all pupils have equality of access to every aspect of school life. The provision for pupils with special educational needs is good. The school has gone to considerable lengths to support a pupil with a physical disability, making a number of physical adaptations to areas of the school to meet his particular needs. The school attempts to identify those pupils with special educational needs as early as possible and provide support at the earliest opportunity. Teachers plan carefully for these pupils, creating and reviewing individual education plans on a termly basis. This process involves parents and if appropriate the child. Classroom assistants are often used to support these pupils and have a significant impact on the good progress they make.
36. The provision of extra-curricular activities is outstanding. A list of after school clubs is issued at the beginning of each term and pupils can sign up for those activities they are interested in. A wide range of interests are catered for throughout the year, including recorders, table tennis, football, fun fit, choir sewing, painting and cricket. In addition to this, the school is involved in a range of sporting events, including inter school athletics, cricket and netball. There is an annual residential trip, staying at a local youth hostel for Year 4 pupils; Year 5 and Year 6 pupils have the opportunity to spend a week in Edinburgh one year and to take part in a week of adventurous activities at a purpose built centre the following year.
37. There are strong links with the local community that make an effective contribution to the education of the pupils. Parents help regularly within the school as do other adults. The school acts as a base for three local table tennis clubs, one of which is attended by past and present pupils and hosts a number of adult computer classes. The local vicar attends regularly and leads some assemblies, as do a group of ladies from a local church, who are delivering a series of assemblies based on bible stories. Once a month, a "good work" assembly is held for parents.
38. The school has very good relationships both with the local playgroup and the local secondary school. There are regular visits both to and from each of these institutions. The transfer arrangements at the age of 11 are well established, involving preliminary visits by teachers from the secondary school to the children in Year 6, and visits by the children to the

secondary school before they transfer. There are also strong links between the school and two teacher training institutions, both of whom place students in the school as part of their training.

39. Overall, the provision for pupils' spiritual, moral, social and cultural development is very good.
40. The provision for pupils' spiritual and moral development is very good. Regular assemblies are held, some led by visitors to the school. They provide the opportunity for pupils to listen to the views of others and consider them. In an assembly on the theme of leadership, led by one of the teachers, children were encouraged to reflect on the qualities of a good leader. The children listened well to the views of others and were encouraged to think about what was said. It enabled them to make good progress in their understanding of relationships.
41. The provision for the social development of the pupils is excellent. It is a major strength of the school. This is partly as a result of the caring and inclusive attitude of both pupils and staff that is central to ethos of the school. The school has a policy of recognising and celebrating positive behaviour and there are many signs around the school reminding pupils of the need to care and support each other. Pupils are encouraged to listen to and respect the opinion of others and to take responsibility for their actions. This is reinforced formally through such activities as circle time, and at other times such as during classroom discussions and assemblies.
42. The provision for pupils' cultural development is good. It could be improved further if the school were to implement a more structured approach to the development of pupils' creative skills.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The last inspection found that the school provided a caring and supportive environment in which pupils can learn. This continues to be the case. It effectively achieves its aim to provide a very happy, safe and contented school. The building and grounds provide an extremely attractive learning environment. This high level of support and guidance has a positive impact upon pupils' personal development and learning.
44. Staff and governors make every effort to provide for the welfare and safety of pupils. Procedures for child protection, health and safety and the administration of first aid are in place. A simple system of recording visitors allows the school to keep track of adults present in the building. All relevant Health and Safety checks are carried out, for example risk assessments, fire drills and annual equipment checks. Pupils are very well supervised by staff or lunchtime assistants at all times. Children learn about healthy life-styles. The standard of caretaking is very high thus ensuring that children work in a clean environment.
45. There is good monitoring of pupils' academic performance. Very good use is made of assessment data to assess pupils' progress and guide teachers' planning. Individual records are compiled and, although teachers know the pupils well, this information is shared effectively and the monitoring of pupils' individual development is accurately recorded. Throughout the school day, pupils' achievements in lessons and around the school are noted and recognised through praise and encouragement.
46. Close monitoring of pupils' personal development and behaviour is extremely effective in promoting very high standards. Because staff know their pupils well, and are sensitive to

their differing needs, informal monitoring of pupils' personal progress is continuously taking place. Parents feel that staff are approachable and feel happy to pass on any information or concerns. The excellent relationships that exist between staff and pupils means children receive very good support. Class teachers keep records of successes and shortcomings through a system of stars and stickers. Pupils' achievements both within school and outside are celebrated in assemblies, thus effectively promoting the self-esteem of all. All staff are vigilant to any signs of bullying or harassment and take appropriate action when instances do occur. However, since relationships are so good, these instances are few. The development of personal skills is well provided for. Older pupils are expected to take on jobs within school, for example helping the younger ones at meal times, acting as 'reading buddies' and operating the music in assemblies. In classes pupils are encouraged to tidy away and act as monitors or telephone receptionists. Although pupils are involved in keeping homework diaries, and undertaking independent research, there are fewer opportunities for pupils to select their own resources. As a result provision for the development of independent learning skills is less well developed. All pupils are included in every activity and so none are disadvantaged by their gender, background or ability.

47. Pupils with special educational needs are well supported. Their needs are identified at an early stage and the relevant extra help is planned to ensure that they make good progress towards the targets set in their individual education plans. As with all pupils, their work is regularly monitored and assessed and their individual education plans are updated termly to take account of progress made. External help is sought where necessary and the statement of the pupil with special educational needs is reviewed annually in accordance with statutory requirements.
48. Pupils are very well supported in their transfer into and out of the school. They attend for three afternoons prior to entry and also have the chance to have lunch and packed lunch. Each child receives a letter of welcome and the younger children begin by attending for half days. As a result the majority of pupils settle quickly and happily. Through the cluster system this school enjoys very close links with the High School. A number of reciprocal visits by pupils and staff and detailed exchanges of information ensure a smooth transfer for Year 6 pupils to their next stage of education.
49. The headteacher and class teachers monitor registers and any emerging patterns of poor attendance are identified. The vast majority of parents inform the school if their child is absent. Those who do not are followed up. Staff mark registers neatly and consistently at the beginning of each morning and afternoon session and reasons for absence are recorded.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. This school has established very good relationships with its parents. Through the questionnaire, pre-inspection meeting and discussions, the vast majority of parents express a high degree of satisfaction with most aspects of the school. The inspection team agree with them. However a small minority are concerned about homework, information about their own child's progress, the way the school works with parents and the range of activities outside lessons. The team do not support these concerns.
51. Parents' involvement has a positive impact on the school's work and on their children's education. A large number of parents help in school on a regular basis; many are willing to offer help for specific activities such as out-of-school visits. Teachers brief helpers very thoroughly so that they know what to do in each lesson. As a result their input is very

effective in helping pupils' progress. Although there is no Friends Association, parents are very willing to help with fund-raising activities. These include Summer Fayres and Christmas raffles. Considerable amounts are raised and are used to extend pupils' learning. Educational visits, visiting theatre groups and additional equipment have all been funded in this way. Through Charity events parents help their children to support a range of good causes such as Barnados and Christian Aid.

52. The friendly atmosphere means that parents feel comfortable to approach the school. Staff encourage their involvement. Those who bring their children to school in the morning are able to voice concerns or exchange information. All classes now have a telephone so that teachers can contact parents whenever the need arises. The information parents receive, both about the school and their own child's progress, is very good. Helpful written information such as the prospectus, advice to parents of new starters and detailed monthly newsletters all keep parents well up to date with events in school. Progress reports at the end of the year, which comply with statutory requirements, are readable and informative, although more information could be included on what pupils need to learn next to take their learning forward. These reports, together with three evening meetings, one each term, give parents an accurate picture of how their child is progressing. Attendance at these meetings is very good. Those who do not attend are followed up when necessary. Parents receive, at least every term, detailed information about what their child will be studying and how they can help at home. Furthermore, curricular meetings effectively keep parents up to date with the school's policies in areas such as Literacy and Reading.
53. Parents of special needs pupils are kept well informed. Parents of new starters are invited to a meeting in school. They receive a folder full of information. From this they gain a valuable insight into the work of the school and a deeper understanding of ways in which they can help their child progress. Parents of new starters are asked their views on the induction process and the school responds to their suggestions.
54. The majority of parents have signed the home-school agreement thus indicating their willingness to work with the school. The homework books are well used by both parents and staff; most parents enter relevant comments about their child's progress. These books offer potential for daily exchange of information between home and school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The leadership and management are very good and a key factor in the high standards that pupils attain, as well as in the outstanding relationships that are to be found between all the adults and pupils in the school.
56. The head teacher is a very good leader who gives a clear and purposeful sense of direction for the school. His commitment to ensuring that the pupils reach the highest possible standards is shared by all staff and the governors. He played a central role in the consideration of the key issues after the last inspection and then, in collaboration with governors and staff, guided the school to deal with them successfully. For example, the role of the subject co-ordinator has been much improved and the link between assessment and curriculum planning has been greatly strengthened. This collegiate and supportive style of leadership and management is successful in motivating his colleagues and, as a result, the school's commitment to improvement and its capacity to succeed, are outstanding. He is well supported by a very able deputy head, who plays an important role within the school. This includes deputising for the head in his absence, mentoring staff new to the school and

overseeing the performance management of a number of teachers. The headteacher and deputy have formed an effective partnership that has the full confidence of governors, staff and parents in taking the school forward. Another important feature of leadership and management is the way that the head teacher and governors work so well together, with a clear focus on school improvement and the raising of standards of attainment.

57. There are very good procedures for monitoring and evaluating the school's work. The school's improvement plan is a comprehensive document, and contains criteria against which the school can measure its success in achieving its targets. Very clear and appropriate targets for action are identified and strategic planning is informed. Since the last inspection, the head has played a key role in the improvement made in the collection and use of assessment information to build up a picture of pupils' attainment and progress. This has enabled the school to set realistic targets for improvement in English, mathematics and science. Performance management is linked well to school improvement priorities. The teachers have targets set and classroom observations with formal feedback to help them further improve the good quality of their teaching. The role of the co-ordinators has been improved over the last few years and there are now formal arrangements for them to monitor teachers' planning, sample pupils' work and undertake lesson observations to ensure consistency and continuity in learning and to inform the action plans for each subject. The outstanding commitment to school improvement is exemplified by the head's determination to strengthen the very good procedures that the school has for the monitoring, evaluating and development of teaching.
58. The headteacher is committed to the professional development of all staff, performance management being used to determine training needs in line with school improvement planning. There are many opportunities for teachers and support staff take part in training linked to school and national priorities, to help build up their own professional development. The head and deputy head organise regular teaching staff meetings and also ensure sufficient opportunities for non-teaching staff to be kept up-to-date with current issues and to hear their concerns and suggestions. There are very good induction procedures for newly qualified teachers and experienced teachers new to the school. They are well mentored by the deputy head to help them settle into the routines of the school. The effectiveness of this provision is highlighted by the fact that two members of staff, who started their teaching career at the school a few years ago, have achieved Advanced Skills Teacher status this year.
59. The management and administration of special educational needs by the headteacher are very good. He provides good support for staff and efficiently monitors pupils' individual educational plans and the progress they make towards their targets. There is good liaison with staff from external support agencies, teachers, support staff and parents, in order to ensure these pupils' needs are met. There are good procedures for identifying pupils with special educational needs and placing them on the register. The funding for these pupils is used carefully to meet their needs, and the level of support staffing that is maintained enables them to receive a good level of individualised help, which enables them to make good progress as they move through the school.
60. The governors have a good understanding of the strengths and weaknesses of the school and carry out their statutory duties well. They are actively involved in the life of the school and in the school development planning process. The head teacher values the contribution they make by bringing an informed, objective view of matters. The chair of governors ensures that all governors are involved in decision making, in supporting school improvement

and in monitoring the work of the school and the standards it achieves. They have a shared vision with the headteacher of the way that the school is to be taken forward, for example by providing more structured opportunities for pupils to develop their creativity.

61. The head teacher, bursar and the finance committee of the governing body manage the school budget very well. Efficient systems make sure that the finances are carefully controlled and expenditure regularly reviewed. Specific additional funding, such as that for special educational needs and the national funding for information communication technology, is accounted for and used well to support teaching and learning. There is a sound grasp of the principles of best value, and these are applied well when comparing costs for purchases and their effect on standards attained by pupils. A good example of this was the decision to fund the creation of a computer suite, which has been shown to have had a positive effect on the achievement of pupils in information communication technology throughout the school. Day-to-day administration by the secretary is very good, as are the systems of financial control. She effectively oversees these systems, as well as supporting the running of the school and the work of the teachers in an efficient way. All staff make very good use made of new technology to enhance planning, monitoring and administration.
62. The reflection of the school's aims, values and policies in its work is very good. The commitment to ensuring that pupils feel valued and develop positive self-esteem underpins its life and strongly contributes to standards of attainment and achievement. There are very good relationships at all levels throughout the school, with all pupils having equal access to the full range of opportunities provided and their achievements being recognised and warmly celebrated.
63. The match of teachers and support staff to the curriculum is very good. A notable feature is the expertise to be seen in the teaching of literacy and numeracy skills, which is an important factor in the high standards that pupils achieve in English and mathematics. The good levels of support for pupils with special educational needs, make a positive contribution to the good progress that these pupils make. The accommodation, which owes much to the vision and management of the headteacher, is very good. The school has recently acquired a number of features, exceptional for a school of its size, which are of great benefit for all pupils. In addition to an adventure playground, the school now has a fully equipped computer suite that enables whole-class teaching of information communication technology skills. The environment has also been enhanced by the extension to the school hall and improvements to the reception area, to better welcome parents and visitors. The children in the Reception class have an exciting and safe outdoor play area. Pupils in Years 1 to 6 have hard-surfaced playgrounds, which are sufficient for outdoor play and physical education purposes. All pupils also benefit from a large expanse of grass for sports and summer recreation. The wildlife area enhances the provision for science, as teachers can use it to develop the pupils' understanding of life processes and living things. Resources are at least adequate for all subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to improve the pupils' standards and the quality of education available in this very good school, the headteacher, staff and governors should:
 - (a) Improve pupils' creative skills by providing a more structured approach to their development, particularly in art and design and in clay-work.

- (b) Further improve the quality of pupils' work by establishing a more consistent approach to teachers' marking.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

56

Number of discussions with staff, governors, other adults and pupils

31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	20	24	11	0	0	0
Percentage	2	36	43	20	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	173
Number of full-time pupils known to be eligible for free school meals	N/a	8

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	1
Number of pupils on the school's special educational needs register	N/a	12

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 168 on roll

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

%

Unauthorised absence

%

School data	3.4%
National comparative data	5.4%

School data	0.1%
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	20	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	19	20	20
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	93 (87)	97 (96)	97 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	19	20	20
	Total	27	29	29
Percentage of pupils at NC level 2 or above	School	93 (96)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	12	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	10
	Girls	11	12	12
	Total	19	21	22
Percentage of pupils at NC level 4 or above	School	83 (89)	91 (93)	96 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	10
	Girls	10	12	12
	Total	18	21	22
Percentage of pupils at NC level 4 or above	School	83 (89)	91 (93)	96 (100)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	143
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.3
Number of pupils per qualified teacher	23.7
Average class size	28.8

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	69

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

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

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Financial information

Financial year 168 pupils on roll	2001/02
	£
Total income	396 457
Total expenditure	387 331
Expenditure per pupil	2 306
Balance brought forward from previous year	19 026
Balance carried forward to next year	28 152

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate:

68.8%

Number of questionnaires sent out

173

Number of questionnaires returned

119

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	24	2	0	0
My child is making good progress in school.	63	31	5	1	0
Behaviour in the school is good.	61	34	3	0	1
My child gets the right amount of work to do at home.	44	42	10	2	1
The teaching is good.	81	16	1	0	3
I am kept well informed about how my child is getting on.	64	24	12	1	0
I would feel comfortable about approaching the school with questions or a problem.	76	18	5	0	0
The school expects my child to work hard and achieve his or her best.	74	24	1	1	0
The school works closely with parents.	51	34	10	2	1
The school is well led and managed.	75	21	1	0	3
The school is helping my child become mature and responsible.	67	28	3	0	0
The school provides an interesting range of activities outside lessons.	57	31	6	1	3

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

65. There are currently 25 children in the Reception year. They are accommodated in one of the two single-age-group classes in the school. They start in the September or the January of the school year in which they are five years of age. Many, though not all, of the children have had some pre-school experience and good systems are in place to ensure that children settle quickly into their new routines.
66. Assessments undertaken shortly after the children start school indicate that the attainment of the majority of pupils is above that normally expected for their age in each of the areas of learning. Overall, children make good progress during the year, and by the time they reach statutory school age the majority demonstrate skills which are well above average.

Personal, social and emotional development

67. When children start school they display a wide range of personal skills but most are above average in this area of learning. They settle into the school routines well. Most are able to share equipment and take turns, and the majority are able to play amicably with each other, share resources and cooperate with adults. Almost all show very good attitudes to their lessons and follow instructions very well. Overall, they make good progress and many exceed these early learning goals by the time they enter Year 1.

Communication, language and literacy

68. Most children start the reception year with above average levels of reading and communication skills for their age, and they make good progress. The majority listen very carefully, sometimes for extended periods of time, and almost all are confident speakers. Many are willing to speak to their peers, to the teacher and to other adults in the classroom. Most children listen to stories very well and contribute successfully to the reading of 'A visit to the Park'. The teacher questions pupils well to ensure they are developing a good understanding from the text. Almost all are developing a clear idea of how to hold a book and are becoming aware that print is read from left to right. Many recognise their own name and some can recognise short phrases by identifying the first letter of the first word. They use an appropriate range of implements for drawing and writing. Good progress is made, and almost all the pupils will attain the early learning goals by the time they begin Year 1.

Mathematical development

69. As with the other areas of learning children start in reception with a wide range of experiences and abilities in dealing with number. Overall, they make good progress. Many can count accurately well beyond ten and in a good lesson, most children show that they can count up to eighty as the teacher uses a glove puppet to count the odd numbers and the children count the even numbers. In response to careful questioning by the teacher the majority of pupils are able to make a number sentence ($20 - 4 = 16$). They show secure knowledge of colour and shape and develop good mathematical language in outside play as

they travel 'over' and 'under' the apparatus. During their time in reception a significant number exceed the early learning goals by the time they begin Year 1.

Knowledge and understanding of the world

70. Most children begin the reception year with good general knowledge and make good progress in this area of learning. The majority exceed the early learning goals by the time they start Year 1. Overall, good teaching stimulates the children's interest and helps them develop their observational skills and encourages them to ask questions. In a lesson where children sample different foods they work well together and use interesting vocabulary, such as 'bitter', 'tangy', 'sweet' and 'sour' to accurately describe the tastes they experience. Good use is made of the computer in the classroom and children are able to navigate through the program to find an area related to taste. In one lesson about shapes, two pupils are adept at operating the computer unsupervised and print off their work efficiently with no adult support. They demonstrate skills which are higher than might be normally expected for their age. Good use is made of the local environment and the school grounds to stimulate the children's interest and growing knowledge of their locality and immediate surroundings. In their outdoor play the pulling and pushing actions of some of their equipment enables children to explore differing types of forces and movement. The grounds of the school are used for children to plant seeds, look after the garden areas and look for mini-beasts. There is a good range of fixed apparatus in the school grounds which children can use imaginatively as well as to develop their physical skills. Overall, the children concentrate well and show very good levels of interest and enjoyment in their learning.

Physical development

71. Children make good progress overall in developing their physical skills and the majority exceed the early learning goal by the time they enter Year 1. Good opportunities are provided for pupils to develop their manipulative skills using pencils, scissors and jigsaw pieces and also small construction apparatus. They use pegs and geoboards well exploring aspects of shape and space. Overall, they use equipment carefully and can share it appropriately. In a physical education lesson in the hall the children demonstrated different ways of moving, and when together at outside play, they used fixed apparatus carefully to travel over and through it. The school has a dedicated outdoor play area for reception children. It is of good quality and could be used more frequently. They also use the playground at times when other pupils are not using it. This is a very good facility and provides children with a wide range of opportunities to move, climb and explore safely in stimulating and challenging surroundings. Children are well supervised when outside and they play very well together.

Creative development

72. The majority of the children make good progress and many exceed the early learning goals in this area of learning by the time they begin Year 1. The children have many opportunities to develop their creative skills through drawing, painting, music and play. They sing well and songs are carefully chosen for young children to be able to join in successfully. They are very willing to take turns in sharing appropriate percussion instruments. They can maintain a simple rhythm effectively. Many clearly enjoy painting and are quickly on-task when their turn comes round. They cooperate well with each other. Many show good levels of enjoyment in this area of learning and make good progress.

Teaching, learning and the curriculum

73. The quality of teaching is good overall and has improved on the position outlined when the school was last inspected in 1998. The teacher and teaching assistant work effectively together and relationships are very good. The children soon become readily established in their routines and demonstrate that they are very secure in their learning environment. Children with special educational needs are accommodated well and are often engaged on the same tasks as their peers.
74. Planning is good and highlights all the areas of learning in accordance with the early learning goals. Suggestions for activities linked to these areas are included appropriately. Daily assessments are made and groups changed accordingly. Pieces of past work are kept for all activities to record how well children are achieving over time.
75. Links with parents are good and there are good procedures to ensure that children settle quickly into school. Teachers communicate regularly with parents both formally and informally and many parents express their satisfaction at the provision which is made.

ENGLISH

76. Results of the 2002 National Curriculum tests for pupils at the end of Year 6 show that the percentage of pupils gaining the expected level was above the national average, and the percentage of pupils gaining the higher level was below the national average. However, in comparison to schools with similar percentages of pupils entitled to free school meals the pupils' performance was below average. The percentage of pupils gaining the expected level was exactly the same as the target which the school had set. Over time, test results indicate a moderate decline in standards in English, but inspection findings show that the pupils currently in Year 6 are working at a level which is well above the national expectation for their age. Taking into account the above average skills demonstrated by most pupils on entry to the school and comparing that to the well above average skills of the pupils currently in Year 6, the inspection findings indicate that pupils are making good progress and achieving well.
77. Results in the 2002 National Curriculum tests for pupils at the end of Year 2 show that the percentage of pupils gaining the expected level in reading was above the national average and well above the national average in writing. Over one-third of the gained the higher level in reading and one-tenth gained the higher level in writing. Inspection evidence indicates that the levels of attainment of pupils currently in Year 2 are well above the national expectation for their age. As for the older pupils, inspection evidence indicates that the pupils currently in Year 2 are also making good progress and achieving well.
78. The majority of children enter the reception year with literacy skills which are above average for their age. Many make good progress through the Foundation Stage and most exceed the early learning goals expected of them. Most pupils are confident speakers and many can express themselves clearly and fully. The school offers the pupils a wide range of opportunities in speaking and listening as they pass through the school. These include opportunities to speak in whole class situations, in groups and, as they get older, for the

whole school. The School Council offers another opportunity to pupils to express their own thoughts and views and also communicate the opinions of others. Older pupils are regularly willing to speak, in class discussions in the lower years of Key Stage 2, to reading aloud to the class in Years 5 and 6. Throughout the school pupils listen intently to each other and communicate their own general knowledge in helpful and constructive situations. For example, in the reading of the poem *Flannan Isle*, older pupils readily identify the language which makes the description powerful, and they explain their personal reasons for why they prefer the descriptions in two alternative poems, 'The Lady of Shalott' or 'The Highwayman'.

79. Standards in reading are above average. The younger pupils apply good strategies to the reading of unfamiliar words. They develop good phonic skills. They are able to speak fluently about the storylines of the books they are reading, and can make appropriate predictions about what may happen next. In Key Stage 2, pupils read expressively and accurately. They are able to use the Internet to good effect when looking for information. They have access to a wide range of authors, and the scrutiny of pupils' past work indicates that they have studied writing by Shakespeare and Charles Dickens. Pupils are positively encouraged to read at home and many are well supported by their parents, as can be seen through comments in the pupils' home reading diaries.
80. Writing standards are also above average. Pupils in Year 2, are able to show good recall of the story of 'Handa's Surprise' and 'The Gingerbread Man'. In an interesting description one pupil writes, 'At the end of the field there was a stream. If I step into it, I will get soggy!' The basic skills of writing are demonstrated clearly. Good use of speech marks and exclamation marks together with secure sentence demarcation of capital letters and full stops. Descriptive writing also illustrates effective choice of vocabulary. For example, in a piece of writing about Rumpelstiltskin, a pupil writes, 'He was a strange little man. He has a long pointy nose with warts on the end.' As pupils get older their writing continues to develop well both in usage and content. For example, a Year 4 pupil's writing from 'Fantastic Mr Fox', describes Farmer Boggis as 'bad, horrid, terrible, dreadful and revolting'. The writing of a comparison between a nasty character and a lovely character encourages extended writing. This is developed effectively in the writing of a dialogue between two characters. Through the writing of Haiku poems pupils in Year 4 are encouraged to write within strictly controlled limits. Pupils in Years 5 and 6 gain wide experience of writing in many different styles and contexts. They compare the different styles of openings to 'The BFG', 'The Falcon's Maltezer' and 'Little Women'. They write their own poems in the style of the Witches Spell in 'Macbeth'. Two descriptive examples were, 'The shell of a snail, the beak of a crow; the slyme of a slug and the blood of a crown' and 'Insides from a rotting pony; ribs of human, nice and bony'. They review books from a wide range of styles and authors, including 'Adrian Mole', 'The Hobbit', 'David Copperfield' and 'I am David'. One pupil writes, 'I am surprised Adrian has any friends at all! He is so annoying because of the way he moans all the time'. However, she concludes, 'I feel a bit sorry for him, even though he isn't a very friendly person'. Overall, there is a wide range of opportunities to write and the pupils use them well. The content is generally of very good quality and the work is presented with care. Although the writing is very good, there is an inconsistency in the way it is marked. In some classes the teaching staff regularly identify targets for improvement so that the pupils have a clear impression of what they need to do to improve the quality of their work. This approach is good, but it is not consistently applied. It is an improvement which should be made.

81. Much of the progress being made is in response to good teaching. The school embraced the National Literacy Strategy and has adapted it well to the school's particular circumstances. There are two Advanced Skills Teachers on the staff and one in the literacy coordinator. There is, therefore very good levels of expertise in school and the very good attitudes of the pupils and their evident interest in literacy work have a positive impact on the progress made by many pupils. Lessons are well planned to take account of the range of abilities in each class. Pupils of all abilities and those with special educational needs are well supported and make good progress. The skilful teaching does much to generate a very positive atmosphere for learning.
82. Literacy is used effectively in other subjects. Many are confident using computers to find information and in science and geography the pupils' explanations and descriptions are full and thorough.
83. Learning resources are good. The coordinator is confident and experienced. She has a very good grasp of the subject and has good procedures for monitoring and evaluating the success of her work and that of her colleagues. There is a clear system in place, which includes the scrutiny of pupils' work, the monitoring of planning and some classroom observations. There are good plans for further development. The overall position has improved from that reported when the school was last inspected.

MATHEMATICS

84. The standard achieved within the area of mathematics across the school is very good and the progress made in the teaching of mathematics since the last report is good. The results of tests taken as the children enter school show a level of attainment above the national average, while the results achieved by the pupils at the end of Year 6 show results well above the national average. The progress made by the children as they move through the school is good.
85. The number of pupils reaching the standard expected for their age at the end of Year 2 in 2002 was well above average, as was the number of pupils achieving scores above the standard expected for their age.
86. The number of pupils in Year 6 achieving the expected standard in 2002 was well above average, and the number exceeding it was above average.
87. Over the past three years the trend of results within mathematics at the end of Year 2 has been well above the national average, with little difference between boys and girls. This pattern is reflected at the end of Year 6, when the mathematics results recorded by the school have also exceeded the national average, with little difference between boys and girls. Pupils with special educational needs are supported well and make good progress.
88. By the age of seven pupils are confident when counting backwards and forwards and can count forward in two's and three's. They are secure when using number bonds to ten and can add and subtract 10 from two digit numbers. Most pupils are confident when dealing with number bonds to twenty. The pupils are capable of adding and subtracting two digit numbers and carrying out simple multiplication and division. They can read three digit numbers confidently and a significant number can confidently read numbers involving thousands. They are unable to make accurate and consistent estimates of length and were

unsure when dealing with problems involving time. Most pupils were able to correctly insert a missing plus or minus sign from a simple sum and had good knowledge of the properties of common three-dimensional shapes.

89. By the age of 11, the pupils are very confident when dealing with a range of maths questions. They display excellent calculation skills and possess a range of strategies to solve problems. They are able to estimate answers and give sound reasons why their estimate will be accurate. For example, when asked to estimate the answer to 51 multiplied by 47, the answer of about 2,500 was given. When asked whether the answer would be more or less than 2,500 the pupil stated that because she had rounded 51 down to 50 and 47 up to 50, she had needed to round up more than round down, therefore the answer would be less than 2,500.
90. Pupils have a very good knowledge of a range of mathematical topics including probability, percentages and fractions, plane and solid shapes and length. They make good use of standard written methods when recording their work and can solve problems presented in the form of written statements. Their use of mathematical vocabulary when discussing their work was impressive.
91. The quality of teaching across every area of the school is good. Teachers display a good level of knowledge and understanding while the teaching of basic skills is very good. The management of the pupils and the effectiveness of the teaching methods employed are very good and make a significant contribution to the good progress the pupils make.
92. Lessons were well prepared with good quality materials and apparatus ready to hand. This ensured that little time was wasted and that the children's learning was supported. For instance, in a lesson for six-year-old children involving weighing, sufficient apparatus was set out before the lesson to allow to children to work practically in pairs. The discussion resulting from this level of practical activity made a significant impact on the quality of learning.
93. Pupils responded well to the brisk pace of lessons and the good questioning techniques used by teachers who often required them to explain how they reached an answer. In the most successful lessons, good use was made of the plenary session to reinforce the concept being taught and to make an assessment of the learning that had taken place.
94. Overall teachers have high expectations of their pupils and the majority of teaching seen was good or better. No teaching was observed that was less than satisfactory. In most lessons, clear learning objectives were identified and instructions were delivered clearly and precisely. Excellent relationships between the teachers and the pupils created a purposeful and ordered atmosphere. Tasks were differentiated and presented a good level of challenge, while children with special educational needs were well supported. Good use was made of support staff in this.
95. The marking of children's work rarely included any comment other than a simple statement such as "well done". Half-termly targets are set for some groups of children, and the annual report contains general targets but these are not specific either to individual children or to discrete areas of learning. The marking did not include any comments informing the children of what they might do to move their learning forward.

96. The use of ICT within mathematics lessons is not yet well developed. Very few examples of the involvement of children with new technology were seen either in the course of lessons or in the work the children had completed. In one lesson dealing with the interpretation of data using graphs, two nine year old pupils worked on the classroom computer to produce a pi-graph relating to children's pets. They completed this task confidently, demonstrating considerable skill both in understanding the mathematical concepts involved and in using the computer. However, despite the skill of the pupils across the school in working with computers, there is very little evidence of their use within their maths work.
97. The standard of leadership and management by the maths co-ordinator is very good. Systematic procedures to monitor the standard of teaching and learning across the school within mathematics are in place. She has a clear idea of the standards achieved by the children as they move through the school and has well developed procedures to track the progress of both groups and individuals. She has a clear idea of the needs of the school and works closely with the headteacher and staff to meet them.

SCIENCE

98. The standards of work of pupils in Year 6 and Year 2 are well above the national expectation, which is similar to the achievement of pupils in those classes last year.
99. The quality of teaching is good, with a significant amount of very good teaching, and the attitudes of pupils to their work are very positive and, as a result, pupils of all abilities make good progress in their learning and achieve well. The teachers give precise explanations to pupils in the introductions to lessons, so that they are clear about what they are to learn and what is expected of them. They prepare their lessons thoroughly, have secure subject knowledge and emphasise the importance of learning through structured practical activities. Work from previous lessons is effectively reviewed, so that pupils are able to use their prior scientific knowledge and understanding to support their learning of new ideas. The activities given to pupils are interesting, so that they maintain their concentration and have a high work rate and, consequently, produce a good amount of work.
100. There are many opportunities for pupils in Years 1 and 2 to develop their scientific knowledge and understanding by being involved in practical activities, in which they are well taught the basic skills of carrying out a fair test and of recording their findings in a variety of ways. This was evident in a lesson on forces for pupils in Year 1, in which they were investigating which model cars would travel the furthest distance after travelling down a ramp. As pupils pass through Year 2, they learn how to handle a variety of simple scientific equipment carefully and safely and to take part in discussions about scientific ideas. A good example of this was in a lesson for pupils in Year 2 when they were talking about the ways in which an investigation could be made fair. There is emphasis given to teaching pupils the basic skills of carrying out an investigation and, as well as showing much curiosity and enjoyment when involved in practical work, they are very keen to answer questions. As a result, by the time that they are in Year 2, most of them show very good skills in carrying out a simple, fair test and in their ability to record their findings in a variety of ways. They know about the life cycle of human beings and can correctly sequence different ages. They can accurately label the main parts of the human body and know the effect on it of vigorous exercise.

101. The teachers of pupils in Years 3 to 6 continue to emphasise the basic skills of investigations and the different ways in which pupils can record their results. There is good use of questioning to explore and develop pupils' knowledge and understanding of scientific ideas, as was seen in a very good lesson for pupils in Year 3 on learning about air resistance as a force that slows objects moving through the air. The teacher gave the pupils imaginative activities that enabled them to work collaboratively to find out information for themselves, which enabled them to make effective progress in their investigative skills. The pupils showed very positive attitudes, co-operating and behaving well and maintaining their interest and concentration through the lesson. In a lesson for pupils in Year 4, the careful explanation of the teacher led to pupils making good progress in their ability to use a classification key to identify and group a variety of animals. By the time that they are in Year 6, most pupils show very good ability to identify the need for a fair test and to be able to plan and carry one out independently of the teacher. They know that the earth rotates to give us day and night and that different muscles in the human body move different parts of the body. They communicate their findings clearly, using correct scientific vocabulary and accurately record their ideas in a variety of formats. This includes the use of their literacy skills in their investigative report writing and in their labelled scientific drawings and diagrams.
102. Through the school, there is some use of pupils' skills of using information communication technology to enhance their work, but this is an area for further development. Some teachers do not use marking as a means of showing pupils how they can improve their work. There are not enough opportunities in some classes for pupils to learn how to interpret information and identify trends, or to develop their skills in making conclusions that are evaluative, rather than being a description of what they have done.
103. The curriculum is good, being broad and relevant, and enabling pupils to develop their knowledge, understanding and skills through carefully structured investigative activities. The opportunities for pupils to be involved in collaborative group work activities makes a very positive contribution to their personal and social development. There is good leadership of the subject by a co-ordinator who has a clear view of the subject's strengths and weaknesses and so has been able to draw up a useful plan for improvement. The progress of pupils with special educational needs is good, as a result of the extra support that they are given. The planning procedures, based on national guidelines, are satisfactory and provide teachers with clear information about the key learning objectives and skills to be taught. The procedures for checking pupils' attainment and progress are good and enable the school to set manageable targets for improvement. Visits and visitors are used well to extend pupils' learning. Resources are adequate. The accommodation is very good with extensive grounds, including a wildlife area, that are used to develop the pupils' knowledge and understanding of life processes and living things. There has been good improvement made since the last inspection.

ART AND DESIGN

104. From the limited amount of work available, it would appear that standards within art and design are broadly in line with national expectations at the end of each key stage. There was insufficient evidence to judge the overall quality of teaching, but in the lessons seen the quality of teaching was good or better.

105. The highest quality learning observed within art took place during the second lesson of a series of three for eight-year-old pupils, relating to the printing of repeating patterns. The pupils built on work completed the previous week on stencilling, and made and used simple printing blocks. They were confident when encountering problems and worked hard to solve them. For instance, when printing his pattern, one boy recognised that the print was a mirror image of his block. He remade the block and repeated the work to achieve the result he wanted.
106. Art and design does not have a high profile in the work of the school. This is illustrated by a lack of displays of artwork within the school. A small portfolio of artwork is kept, and some of the pupils keep sketchbooks. None of this work is levelled, and in the examples seen, there was no evidence of planned progression.
107. Pupils do not have sufficient opportunities to develop their skills in a progressive way and are limited by the range of materials they have experienced, especially the very limited range of three-dimensional work they attempt.
108. Within most of the lessons observed, the thorough preparation and planning by the teacher supported by very good pupil management and relationships, allowed pupils to make good progress. However, the range of experiences offered within the art curriculum restricts their attainment overall.
109. For instance, a group of pupils in year six were asked to create pots from clay. They worked hard but were unsuccessful in completing this task to an appropriate standard as they had not previously been taught the basic techniques to ensure success.
110. A number of examples of art work produced on the computer were seen. These included pictures of daffodils created by the children in the Reception class for Mothers' Day cards, and repeating patterns, produced by older children. However, there was no evidence of a planned programme of teaching to support the children's development within this area.
111. Pupils do have access to a number of after school clubs, including sketching, painting and sewing. These are generally well supported, but none were seen in operation during the inspection.
112. The role of the co-coordinator within Art and Design could be enhanced. She has responsibility to monitor planning and teaching as well as organizing resources and the assessment of progress across the school. However, she does not have direct responsibility for a budget to facilitate this and has a limited time allocation to complete the tasks assigned to her.

DESIGN AND TECHNOLOGY

113. There was insufficient evidence on which to make a secure judgement on the standards that pupils attain or on the quality of teaching.
114. In the one lesson observed Year 4 pupils were using a variety of materials to construct fairground rides. They had previously completed good quality planning sheets to support their work. During the lesson they had access to good quality tools which they used

confidently and safely. The children worked independently and were supportive of each other both when working and when clearing up.

115. There is evidence of a range of activities undertaken by the pupils within the area of design technology, including the design and construction of rooms and houses from cardboard, sandwiches, and chairs. The year 2 group had visited a number of playgrounds and evaluated the equipment before designing playgrounds themselves. Pupils appear to have access to an appropriate range of activities involving a variety of materials.
116. In a number of examples of work seen, the pupils were expected to complete planning and evaluation sheets related to the topics undertaken. These indicated that the pupils were involved in the critical evaluation and modification of their work at various stages.
117. Resources to support this area of learning are good, with a number of tool boards available within the school and a recently purchased package to allow the development of computer control of appropriate projects.
118. The co-coordinator has the responsibility to monitor planning and teaching as well as organize resources and assess progress across the school. To support this she completes an annual action plan. She has also developed a programme of work to support the pupils' learning across the school. However, she does not have direct responsibility for a budget to facilitate this and has a limited time allocation to complete the tasks assigned to her.

GEOGRAPHY & HISTORY

119. By the time that they are in Year 6, most of the pupils attain the national expectations in both subjects. The quality of teaching is satisfactory, which enables pupils to make satisfactory progress as they pass through the school.
120. In both subjects, the teachers have secure subject knowledge so that they are able to give clear explanations of the ideas to be taught and can ask relevant questions to develop pupils' knowledge and understanding of these ideas. There is emphasis placed on pupils using correct historical and geographical vocabulary, which enables them to communicate their ideas in an accurate and confident manner. Teachers organise and manage their classes well, so that pupils have a good work rate. There is appropriate use of time and the adequate resources to give pupils interesting activities that capture their interest and maintain their concentration. These positive attitudes were seen in all lessons and were complemented by good behaviour, eagerness to ask and answer questions and the very good relationships between pupils and adults.
121. In history, the pupils in Years 1 and 2 are helped to develop their understanding of time by listening to stories about the past and of famous people. The teachers use books, photographs and historical artefacts to teach pupils how to recognise similarities and differences through the years. This was evident in the work of pupils in Year 1 who have looked at how houses have changed over time. They show a satisfactory understanding of the main events of Great Fire of London and have used their art skills to mix yellow and red paint to make fire colours. Pupils in Year 2 can accurately match old-fashioned items to those that do the same job today. As they pass through the school, the pupils learn how to use evidence to find out about the past and how things change over a period of time. This was evident in a lesson for pupils in Year 5 on Viking settlements in England, in which the teacher focussed on the Jorvik exhibition in York and the actual excavation in Coppergate.

The teachers place emphasis on older pupils understanding the significance of historical artefacts and the need to study them in order to find out about the past. In another lesson, pupils in Year 6 showed a secure understanding of the main points of a Greek myth. These pupils also have an appropriate knowledge and understanding of the main events and characters in Ancient Egypt.

122. In geography, the pupils in Year 1 know the difference between life on an island and in a place like Amotherby. In Year 2, they have drawn a map to show their route to school. In so doing, they have drawn and labelled a variety of features that they pass on their journey to school. They can label places on a map of the United Kingdom and know that London is a capital city. There is satisfactory development of older pupils' ability to extract information from secondary sources and appropriate progress made in the acquisition of correct geographical vocabulary, so that they can talk confidently about their work. In a very good lesson for pupils in Year 3, the teacher's expertise led to pupils making good progress in their skills of using an Ordnance Survey map to find an alternative route between Malton and Amotherby. Pupils in Year 4 can appropriately use the signs and a symbol on a map of Malton to find out what services the town has. The pupils in Year 6 show an appropriate knowledge and understanding of the water cycle and of different climates around the world. They have also made a study of different environments and, as a result, know the kind of features to be found in a mountain environment and how they differ to those found in other areas.
123. There is good curricular provision in both subjects, so that all pupils are able to enjoy a broad range of relevant experiences. Visits to places of educational interest are used well to provide further significant learning opportunities. For example, as part of their work in history the pupils have visited the Yorkshire Museum in York to learn about the Romans, while in geography there is a residential trip to Helmsley to take part in fieldwork activities. In both subjects, leadership is secure but the monitoring of teaching and learning are to be further developed. Planning and assessment procedures are satisfactory. Pupils with special educational needs are well supported, so that they make satisfactory progress in their learning. In terms of using their literacy skills, pupils are provided with appropriate opportunities to engage in research and produce sustained independent writing. Pupils are also able to employ their numeracy skills in geography when using co-ordinates in their map work, and in history when sequencing chronological events on a timeline. Through the school, the teachers make some use of information communication technology to enhance pupils' work in the subjects, but recognise that this is an area for further development. There has been satisfactory improvement in both subjects since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. The standards achieved by pupils within the area of information and communication technology are above average. The pupils benefit from the considerable investment made by the school since the last inspection giving access to high levels of good quality equipment. At the ages of 7 and 11, they attain standards that exceed the national expectation and are confident in using computers in a wide variety of ways.
125. By the age of seven pupils are proficient in using the mouse, can use drop-down menus and are familiar with the keyboard. They have had experience of word processing and can change font style, size and colour. They can use drawing and painting programmes and are

confident and self-sufficient in their use of the computer to access programmes containing stories and simple games.

126. By the time they are 11, pupils are capable of creating sophisticated presentations involving sound, text, photographs and moving graphics; of writing simple programmes to enable the computer to control lights and motors and can create and interrogate simple data-bases. In addition they can access and use information gathered electronically.
127. Pupils are also confident in their use of related forms of technology such as floor turtles and digital cameras. A range of photographs, taken using a digital camera and used in a variety of ways was noted.
128. All pupils are taught on a regular basis using the suite of computers, allowing efficient delivery of the skills needed to use computers effectively. In addition to this, all classes contain a computer. The standard of teaching observed within the area of information and communication technology was good and sometimes very good.
129. In the most successful lessons observed, the technology available to the teacher was used to good effect to enhance the pupils' learning. For example, during a lesson designed to teach eight year old pupils to use the cut and paste commands, the teacher used a software package linked to the school network to demonstrate the necessary steps on each of the computers. She then allowed the pupils to access the computers themselves and complete the task.
130. However, despite the skills of the pupils in using computers, their use within the classroom to support ongoing work is not sufficiently well developed. Few good examples were seen of the use of technology to enhance the learning taking place in other subjects. Where it was used, the tasks undertaken by the pupils were not always challenging or well matched to their abilities. For example, during a history lesson on the Greeks, the majority of the class were asked to use a storyboard to record a myth. Two children were asked to use the computer to simply listen to the re-telling of a myth, taken from a CD Rom. A more appropriate use of the technology might have been to ask the pupils to create their storyboard electronically, perhaps using information and images from the internet.
131. The leadership offered by the co-ordinator is very good. His subject knowledge and expertise enables him to support and advise colleagues in both practical and curriculum matters. All staff have received training across a range of applications and are confident when using the technology. This confidence is reflected in their teaching and in their increasing use of technology as a management tool.

MODERN FOREIGN LANGUAGES

132. A visiting teacher, not employed through the local education authority, teaches French to pupils in Years 5 and 6. The pupils have one lesson each week.
133. The Year 5 pupils have only recently started to take these lessons. They were engaged in a lesson which was exclusively oral in its nature. The teacher questions each pupil satisfactorily in turn, 'Tu as un animal a la maison?' and the pupils answer appropriately. 'Oui. J'ai un () a la maison. Il s'appelle ()'. They reply with a good level of interest and enthusiasm. The teacher gives good instructions concerning the position of the

adjectives in the sentence and insists that the pupils respond in French. This activity is followed by the pupils singing a song accompanied by a tape. The song has a repeating chorus and the pupils sing with interest. They sing in time with the tape and they try hard to maintain the words and actions. Good levels of concentration are required and it is noticeable that many of the pupils relax when it is time to sing the chorus.

134. Pupils in Year 6 have studied French a little longer. In this lesson the oral starter required pupils to indicate whether they had any brothers or sisters, and if so to name them. Pupils with no siblings had to reply, 'Je suis enfant unique'. A cuddly toy was passed around to identify which pupil should answer. Most pupils tried appropriately but a minority reacted in a silly manner to this. Most pupils answered with a good level of pronunciation and tried hard to be accurate in their answers. The teacher then introduced a series of small illustrations and a worksheet which linked the families of the characters illustrated. At this point, the pace of the lesson got slower and some pupils became disengaged.
135. This sample of lessons is too small to allow overall judgements of pupils' standards or of the overall quality of the teaching. Attainment in the lessons seen was below average for pupils of this age, but not all pupils of this age have access to this curriculum. It was not provided at the time of the last report and so its inclusion is an improvement on past provision. The quality of teaching in the lessons observed was satisfactory, with resources used well and most pupils concentrating well and eager to be successful. The subject adds positively to the school's overall provision for the pupils' cultural development.

MUSIC

136. Only a small number of music lessons were observed during the inspection and this forms too little evidence to make overall judgements. In one lesson with Years 3 and 4, pupils sang a song entitled 'Drop in the Ocean'. It was part of a structured published programme of musical activity. The pupils sang well and their attention was focussed in turn on the pitch, the tempo and the dynamics of their singing. Collectively, they concentrated well and were able to maintain a steady beat. They were able to clap in time. They sang a slow melody well sustaining the notes effectively. They employed a wide range of percussion instruments and they used their listening skills very effectively and knew when the vocal part began. They were good at this and clearly enjoyed the activity. This was a good lesson which the pupils clearly enjoyed. The quality of singing improved during the course of the lesson and there were very high levels of concentration and cooperation between the pupils. Subsequently the pupils were asked to concentrate on aspects of this song in a PHSE circle time, when pupils were asked individually to speak about their feelings in relation to the words of the song. In this lesson, pupils' standards of attainment were above average.
137. The school offers a wide range of musical activities. Two school choirs which practise immediately after school. Taped music is used to accompany the singing. The younger pupils sing with good levels of enthusiasm. They sing with clear diction and well-rounded notes. The choice of songs is appropriate for the range of their voices, and the practice is successful. Older pupils, who are more experienced singers, form a senior choir. They sometimes perform in school assemblies, on special occasions and in competitions. They are currently practising for a performance at Easter time. They too sing to the accompaniment of taped music and sing well. Very well-chosen material offers the pupils opportunities to sing songs which are appropriate for their voices. The quality of singing is good.

138. Additionally, small groups of pupils are offered the opportunity to become proficient instrumentalists. There are opportunities to learn to play the guitar and a good range of woodwind instruments. These include the clarinet and the saxophone. These pupils are at a relatively early stage of learning, and they are making moderate progress, but the opportunities available to them are good. They are taught by visiting specialist teachers.
139. Too few lessons were observed to make an overall judgement on the quality of teaching, but in the lessons seen the quality of teaching was good. The pupils learning to play instruments have the benefit of access to teachers with good levels of expertise in playing the instruments, and in the class lesson observed, the teaching and learning was good. No evidence of pupils' composition was observed.
140. A teacher with good levels of interest and expertise coordinates the subject. She has detailed information of recent progress and good plans to develop the subject in the future. The pupils are offered a wide range of opportunities to develop their skills in music and the school is following a nationally produced scheme of work which will ensure adequate subject coverage over time. When the school was last inspected, the provision was described as appropriate and resources as very good. The position has been maintained.

PHYSICAL EDUCATION

141. By the time that they are in Year 6, most pupils attain standards that match the national expectation and have made satisfactory progress through the school.
142. The quality of teaching is good. Lessons are thoroughly planned, with clear learning objectives linked to challenging activities so that pupils of all abilities can be fully involved and achieve well. Warm up activities are used well to prepare the pupils for vigorous exercise, as are the cool down sessions to relax their bodies before going back to class. Teachers set good examples by dressing appropriately for physical education lessons and, as a result, are able to demonstrate techniques in an effective way. This was especially evident in a games lesson for pupils in Year 3 on developing their tennis skills. As a result, the pupils made good progress in their skills of controlling a ball with a tennis racket and in their ability to throw and catch accurately. Similarly, pupils in Year 5 made good progress in their football skills because of the demonstration by the teacher of how to shield a football from opponents, and of how to change speed and direction to get the ball away from a defender. In these lessons, the pupils moved in a variety of ways with a good awareness of space. The pupils' attitudes to learning were positive, showing enjoyment and enthusiasm in their activities. This was also evident in a gymnastic lesson for pupils in a Year 2 lesson when they were learning how to create a sequence of movements. In this lesson, the teacher used pupils to demonstrate their movements to other pupils so they could be given ideas as to how to improve their own performance. They could balance on different parts of their body with good control and jump off equipment and land with due care for safety.
143. The teachers ensure that pupils have opportunity to review and evaluate how well they have done and how it could be made better. This was evident in a dance lesson for pupils in Year 6 using the theme of Captain Scott's last journey. This enabled them to improve the quality

of their movements in the 'blizzard sequence' in which they were running, jumping and landing in a controlled fashion. They showed good co-operation skills when, as a class, they simulated the way that penguins huddle together to keep warm whilst on the move. The pupils in Year 1 showed they could work well with a partner in a dance lesson based on Gerald, a giraffe who could not dance. They responded well to the music and put together a sequence of movements to show how Gerald would move. They were also able to improve their own performance after watching other pupils' movements when they were practising the 'Chimp Cha Cha Cha'.

144. The curriculum is broad, balanced and relevant to all pupils. Pupils in Years 2, 3 and 4 have swimming lessons and, by the time that they leave school, nearly all pupils can swim the nationally expected 25 metres, as well as having a good knowledge of water safety. Leadership is secure, with the recently appointed co-ordinator having created an action plan to further improve provision in the subject. Recording and assessment procedures are satisfactory, which enables teachers to have a clear view of pupils' attainment and progress in the subject. A wide programme of extra-curricular activities, includes football, benchball and athletics and has a large pupil involvement. The school plays an active role in the Ryedale Sports Association and, as such, plays a variety of matches in a range of sports against other schools.
145. The subject is enhanced by the work of a local resident and qualified table tennis coach, who comes into school to develop pupils' skills in this sport. The pupils in Years 5 and 6 have had a residential stay at an activity centre, in which they took part in activities such as rock climbing, raft building and archery. This visit and the many opportunities to be involved in paired, group and team activities make a very positive contribution to the pupils' personal and social development. The accommodation is very good. The hall is spacious and well equipped, and all pupils have access to hard-surfaced playgrounds and a large expanse of grass for sports activities. Resources are adequate for the range of activities that are carried out. The current provision shows that the school has maintained the standards reported in the last inspection and has made satisfactory improvement since then.

RELIGIOUS EDUCATION

146. When the school was last inspected, pupils' levels of attainment by the end of Year 6 were considered to be below the level expected nationally for their age and a key issue was established to improve these standards. This has been undertaken and pupils' standards of attainment are now in line with the expectations of the locally agreed syllabus. The school has made good improvement since the last inspection.
147. A scrutiny of pupils' past work indicates an appropriate level of subject coverage is evident. Year 6 pupils have written about 'New Beginnings' at the start of the school year. They have followed this up by studying aspects of the Jewish New Year and have a good level of understanding of the festivals of Rosh Hashanah and Yom Kippur. They have compared going on a journey of their own with journeys undertaken by Pilgrims to Lourdes, to Varanasi, where Hindus visit the Ganges to wash away sins, and to Mecca, where Muslims visit the Kha'ba. They have considered the lives of famous religious leaders. These have included Martin Luther King and Nelson Mandela. This wide coverage takes in the lifestyles and beliefs of a wide range of people and effectively links the pupils' learning to aspects of their own life with which they can identify.

148. Additionally, good links are established with aspects of the pupils' work in literacy. In writing about what makes people important, a pupil in Year 6 wrote, 'My sister is really funny. Also, most of the problems I have she has been through, so she is really good to talk to!' In some writing about symbols of hope, one pupil wrote, 'A rainbow is a smile from heaven; at each end there is new life. Upside down it is a smile, the colours representing hope'.
149. Too few lessons were observed to reach a judgement on the quality of teaching, but the coverage is wide and there are good links to the pupils' developing understanding of other cultures and good links with pupils' literacy work.
150. The subject is appropriately co-ordinated and has a satisfactory development plan for the future. Resources are adequate.