

# INSPECTION REPORT

**TADCASTER EAST COMMUNITY PRIMARY  
SCHOOL**

Tadcaster

LEA area: North Yorkshire

Unique reference number: 121446

Headteacher: Mrs P Rayment

Reporting inspector: Neil Tonge  
1157

Dates of inspection: 19 – 22 May 2003

Inspection number: 248259

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, Infant and Junior
School category:	Primary
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Grange Avenue Tadcaster North Yorkshire
Postcode:	LS24 8AN
Telephone number:	01937 833795
Fax number:	01937 833404
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs H Richards
Date of previous inspection:	2-5 March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1157	Neil Tonge	Registered inspector	English Geography History Religious Education	What sort of school is it? How high are standards? a) The school's results and their achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19343	Marion Howel	Lay inspector	Education Inclusion	How high are standards? b) Pupils' attitudes, values and personal development How well the school cares for its pupils? How well the school works in partnership with parents?
30033	Malcolm Wright	Team inspector	Mathematics Special Educational Needs Information and communication technology Design and technology Physical education	How good are curricular and other opportunities?

17913	Brian Frost	Team inspector	Areas for learning in the Foundation Stage Science Art and design Music	
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The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House  
Ashfield Road  
Cheadle  
Stockport  
SK8 1BB

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in a semi-rural residential area of mixed rented and privately-owned housing on the outskirts of the small brewery town of Tadcaster. Because of the falling birth rate locally the number on roll has steadily declined from 259 pupils in 1999 to the present 174, which places it below the average size of most primary schools. There is little turnover of pupils. Eleven per cent of pupils come from outside the immediate area. Attainment on entry covers a broad spectrum of ability, including a small proportion of pupils of high and low attaining children, with the majority below the average for literacy and numeracy. Approximately seven per cent of pupils are known to be eligible for free school meals, which is well below the national average. The school has provision for the full-time equivalent of 26 children in the nursery but currently contains half that number. These children attend either the morning or afternoon sessions. The school is organised into seven same-age classes. Twenty-five pupils are identified as having special educational needs, which is in line with national averages. Their needs are largely moderate learning difficulties. Three pupils have statements of special educational needs, which is also broadly in line with national averages. Pupils are exclusively white and British in origin. No pupil has English as an additional language.

### **HOW GOOD THE SCHOOL IS**

Tadcaster East Primary School is a good school with many very good features. Teaching is of good quality and accounts for the good progress that pupils make. The management of pupils' personal development and their academic progress is very good. As a result, pupils enjoy coming to school and want to do well for themselves and their teachers. This good and inclusive climate, where pupils experience success and encouragement in a rich and stimulating learning environment, has been created by the very good direction of the headteacher, senior management team and governors and by the dedication and skills of its teachers. As a consequence the school gives good value for money.

#### **What the school does well**

- Pupils make good progress during their time in the school in developing their literacy and numeracy skills and to achieve standards, by the age of 11, which are broadly in line with national expectations.
- Leadership and management by the headteacher are very good. She is very ably supported by the senior management team and by an astute and well-informed governing body. These factors combine to provide a clear direction for the school.
- The quality of teaching is good and frequently very good. Teachers are well supported by teaching assistants.
- Pupils are enthusiastic about coming to school and their behaviour is very good. They appreciate and value what teachers and other adults do for them. Relationships are very good.
- The school has very good monitoring procedures, which ensures that pupils' personal and academic progress are very well supported and their needs are identified at an early stage. Pupils feel cared for and valued.
- The curriculum and its planning are very good, providing the detail to enable pupils of all abilities, including pupils with special educational needs, to make good progress.
- The range and opportunities provided for pupils to take part in out-of-school activities are very good.
- There is very good provision for the spiritual, moral, social and cultural development of pupils.

#### **What could be improved**

- The standards of written English.
- The quality and use of assessment in subjects other than English, mathematics and science.
- The role of subject co-ordinators, other than in English, mathematics and science.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved significantly since the previous inspection in March 1998 when important deficiencies in school development planning, curriculum planning, schemes of work and assessment were identified. Teaching, too, had a number of weaknesses. All of these issues have now been addressed and rectified. During the five years up to 2002 the school's rate of progress has been above the national trend and the standards attained by pupils are in line with standards expected nationally by the time they reach 11 years. There are effective systems in place for monitoring standards in the school and curriculum planning is good. Teaching is good overall and frequently very good and the leadership and management of the school are very effective.

## STANDARDS

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

Performance in:	compared with			
	All schools			Similar schools
	2000	2001	2002	2002
English	C	C	D	D
Mathematics	C	C	B	B
Science	C	C	C	C

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

(Note: the school has been placed in a higher benchmark group by the inspection team in order to more adequately reflect comparisons with similar schools).

Assessment information shows that pupils enter school with a broad spectrum of ability and this attainment fluctuates from year to year. In general however, on intake, there are a small number of more able and less able pupils while the majority of pupils are below average in numeracy and literacy. This variable intake has had an inevitable impact on overall standards achieved. However, the school broadly meets its targets and the trend of improvement has been greater than the national trend over the last three years.

In the 2002 National Curriculum tests at the end of Year 6, pupils achieved above the national averages in mathematics, in line with the average science and below average in English. The school, however, reached its targets in mathematics and narrowly missed its target for English through circumstances beyond the school's control. Effective analysis of pupil achievement, monitoring of standards and the setting of appropriate targets linked to good teaching, have ensured that pupils make good progress. Inspection evidence shows that the school is broadly in line to achieve its current targets. The lower English results are due to the lower literacy skills, particularly in writing, that pupils have when they start school. They achieve satisfactory results as functional writers but only a smaller minority of pupils become fluent. The school provides challenging work for its pupils and monitors them carefully. As a result they make good progress in relation to their prior attainment. When the school is compared to similar schools based on the number of pupils eligible for free school meals, pupils are just below the average in English, above in mathematics and in line in science. Evidence from the inspection shows that while there is a broad spectrum of ability, the school is in line with national expectations in mathematics and science and just in line with these in literacy.

Results at the end of Year 2 in the National Curriculum tests for 2002 showed pupils to be achieving in line with national averages in reading and writing and above average in mathematics and science. (science is teacher assessed). In comparison with similar schools, pupils were in line with the average in reading and writing and above the average in mathematics and science. Evidence from the inspection broadly confirms this picture but that performance in writing is weaker.

By the end of Year 2 and 6 pupils achieve the national expectations in art and design, design and technology, geography, history, information and communication technology, music, physical education as well as the expectations in religious education in the locally agreed syllabus.

Girls tend to perform better than boys, particularly in literacy but this is predominantly due to the higher number of boys who begin the school with lower levels of literacy and who are mainly the pupils with special educational needs. Nevertheless, both boys and girls make good progress.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils enjoy coming to school and are enthusiastic about their work.
Behaviour, in and out of classrooms	Very good. Pupils have a clear sense of right and wrong and behave very well in classrooms and around the school.
Personal development and relationships	Very good. Pupils, teachers and other adults in the school respect and care for one another. They show a mature sense of responsibility when working independently and in groups.
Attendance	Very good. Punctuality is good. There are good systems for monitoring and rewarding attendance.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
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.*

Overall, teaching is good. Teachers know their pupils well and plan lessons accordingly. Literacy and numeracy are particularly well taught. These basic skills are effectively used in the teaching of other subjects.

Teachers' planning is detailed and provides a very good basis for meeting the needs of all pupils, including challenge for high attainers and support for low attainers. Both the planning and the teaching make connections between the different subjects, which enables pupils to consolidate and reinforce their learning. Teachers and classroom assistants provide a very good blend of whole class, group and individual tuition. The assessment data is used to good effect to enable pupils to make good progress but there is a need to match activities to abilities more appropriately in history and geography. Marking is very good, providing pupils with a clear focus for improvement. Teachers effectively develop pupils as independent learners through a range of work in pairs and in groups.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Very good. The school provides a broad, balanced and enriched range of learning opportunities.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are identified early and appropriate strategies are put in place to support their learning needs.
Provision for pupils' personal, including spiritual,	Very good. The provision results in pupils showing good social skills, moral and spiritual awareness. There are many opportunities to

moral, social and cultural development	understand different cultures and pupils show considerable tolerance and respect as a consequence.
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How well the school cares for its pupils	Very good. Their personal development and academic welfare are effectively looked after and, as a result, pupils feel valued and secure. There are effective measures in place for child protection.
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### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school is very effectively led by the headteacher who is very ably supported by a senior management team who identify the correct priorities for improvement and tackle them with commitment.
How well the governors fulfil their responsibilities	Very good. Governors are astute and well informed about the strengths and weaknesses of the school, fulfil their statutory duties and play a purposeful role in shaping the direction of the school.
The school's evaluation of its performance	Very good. The school has a very good overview of its work through an effective analysis of its performance.
The strategic use of resources	Good. There are sufficient staff to meet the requirements of the National Curriculum and religious education. Accommodation is good and a bright and attractive learning environment has been created. School spending is carefully monitored but there is a need to extend this into a more rigorous system for measuring the impact of these decisions on standards.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Leadership and management of the school.</li> <li>• The quality of relationships.</li> <li>• Their children enjoy school.</li> <li>• Good behaviour.</li> <li>• Good quality teaching.</li> <li>• The progress their children make.</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision of children at playtime.</li> <li>• Being kept well informed about their children's progress.</li> </ul>

Overall there is a very good partnership with parents. The inspection team agree with parents that the school is well led and managed, that pupils are positive in their attitudes to school and their behaviour is very good. The team consider that the school provides a wide range of information to keep parents informed about general matters as well as the progress of their children. Playtimes are appropriately supervised and other issues of safety raised by parents are being addressed.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Assessment shows that the majority of pupils enter school with low levels of literacy and numeracy skills, particularly in literacy. This is similar to the findings of the previous inspection. Furthermore, there is some variation from year to year and the small number of pupils produces a disproportionate effect on overall results. There are 25 pupils with special educational needs and three with statements, which is broadly in line with the national averages. However, the school manages to achieve a rate of improvement above that of the national trend.
2. By the time pupils begin Year 1, most have made good progress in achieving the Early Learning Goals from a low starting point on entry to the school. This is achieved as a result of the good quality of teaching, the good relationships that are established by the teachers with the children and the effective record-keeping that enables teachers to plan the next stage of their children's development. More opportunities for teacher intervention to develop pupils' speaking skills, however, would enhance the progress children make in their literacy skills.
3. National tests at the end of Year 2 in 2002 were above the average in science and mathematics and in line with the national figure in reading and writing. Work seen in lessons and in pupils' books show that pupils are in line with the national expectations. This represents good progress, considering the low attainment levels, with which pupils enter school. These good standards are achieved through good teaching, particularly in literacy and numeracy, detailed curricular planning in these subjects, which provides appropriate activities for the range of abilities, effective monitoring and target setting, good marking which focuses on the individual pupil's area for improvement and the good quality of support staff. Pupils meet the national expectations in the other subjects of the curriculum, including the expectations for religious education set out in the locally agreed syllabus because they are well taught. However, teachers need to take greater account of the range of abilities of pupils when they set work for them in subjects other than English, mathematics and science.
4. Results in the Year 6 national tests in 2002 were below the national average in English but in line with national average in mathematics and above average in science. Evidence from the inspection shows that the attainment of pupils in Year 6 pupils is in line with national expectations in English, mathematics and science, although performance in English just reaches the national expectations. This is similar to the findings of previous inspection. While pupils did not make the anticipated progress shown in the national tests in English, despite the additional support that was given, the greater complexity and demands of the English tests at the end of Year 6 compared to Year 2 must be taken into account. In addition, there were two pupils who had particular problems, which resulted in discontinuity of their education. Nevertheless pupils made good progress across the subjects tested when compared to their entry point into the school. It was achieved through good quality teaching, supported by very good relationships and good planning. A better match of activity to the ability of pupils in the other subjects in the curriculum would further enhance pupil progress. Science is particularly effectively taught and enjoyed by the pupils because of the emphasis on practical and investigative activities. Inspection evidence in Year 6

shows that the current pupils will not achieve as well as last year's Year 6 due to a lower level of ability and some poorer motivation among boys.

5. Overall, pupils have made good progress in reading because teachers read stories interestingly to younger pupils and older ones are encouraged to choose and enjoy challenging books. Special events such as World Book Day provide a stimulus for reading. The school has worked hard to improve the quality of writing and most pupils are competent, functional writers but they need to enrich their writing with more imaginative vocabulary. Improving the quality of speaking and listening has been a priority for the school. They have achieved good results by extending the range of speaking opportunities, by providing activities for pupils to speak with partners, small groups and with the whole class. Listening skills are very good. Pupils are very attentive for long periods of time and respectful to those who are talking. Teachers encourage pupils to think of alternative words, to speak more precisely, including the use of technical terms. In mathematics, pupils are broadly in line with the national expectations. This is due to the consistent good quality teaching and a confident knowledge of the National Numeracy Strategy. Pupils are also broadly in line with the standards expected nationally in science at the end of Years 2 and 6; again due to the good teaching in which a strong emphasis is placed on developing pupils' investigative skills. All pupils make good progress throughout the school from their relatively low starting point.
6. In other subjects of the National Curriculum and religious education standards are in line with national expectations and pupils make satisfactory progress. Earlier inadequate provision for information and communication technology (ICT) has largely been rectified although the school continues to face difficulties with the installation of computers. Nevertheless, teachers have found many opportunities across the curriculum to develop ICT skills, for example through data handling in mathematics and geography and drafting work in history and design and technology. There have also been significant improvements in geography and history because of the development of schemes of work, which place equal emphasis on skills as well as the acquisition of knowledge.
7. Pupils with special educational needs make good progress overall towards the targets in their individual educational plans. This is mainly because their needs are identified at an early stage, activities are suitably matched to their abilities in English, mathematics and science and teaching assistants provide good quality support. Pupils identified as gifted and talented also make good progress, for example one pupil has been placed in different year groups to meet their particular needs and this has worked to their benefit.
8. Since the previous inspection, the school has made good progress in raising standards. Compared to results one year prior to the previous inspection (1997), the proportion of pupils attaining or exceeding Level 4 by the time they reach Year 6 has increased significantly in English, mathematics and science. In addition the school has raised standards to satisfactory in ICT from the previously unsatisfactory, despite the many obstacles of computer installation they have encountered. History and geography, too, are now satisfactory as a result of effective curriculum planning, although there is a need to use assessment information to better effect to raise standards still further.

## **Pupils' attitudes, values and personal development**

9. Nearly all pupils have very good attitudes to their work. Their behaviour is also very good, as are the relationships throughout the school. There have been no exclusions from the school. The attendance rates are well above the national average. All these aspects are strengths of the school and make significant contributions to the development of the pupils.
10. The pupils enjoy going to school and this is evident in the interest and enthusiasm they have for their lessons. They are very willing to join in discussions and answer questions. They fully participate in classroom activities and are eager to offer their views. They bring items from home related to topics they have been discussing, and this is not always connected to any homework that has been set. The school provides a very wide range of out-of-school activities. These take place before, during and after school. They are very well attended and, when talking to pupils, it was very evident that they really enjoy and appreciate the variety of clubs that are available.
11. The pupils' behaviour is very good. They come into school on time and settle very quickly in the classrooms. They clearly know and understand the standards of behaviour expected of them. They respond well to their teachers and very little time needs to be spent on correcting pupils' behaviour. During breaks and at lunchtime the pupils play and mix well together. They make good use of the hard play area and the large field, and clearly enjoy their play. There are very few instances of bullying, which is usually no more than name calling, and those that do occur are dealt with very quickly, fairly and to the satisfaction of parents and pupils.
12. Relationships within the school are very good. During lessons the pupils are confident that they will be listened to and their opinions valued. They like their teachers and know they can turn to them for help and support; as one pupil put it, 'They're like close friends'. The teachers act as very good role models and help the pupils be aware of the feelings and needs of others. To reinforce this, pupils will occasionally be expected to write a letter of apology if their behaviour has hurt or upset anyone in the school. The pupils enjoy the responsibilities they are given, both within their individual classes and in the wider school. They are particularly enthusiastic about the school council and the work it does. The meetings are organised and run by the pupils, and they are given time to report back to their classes.
13. Pupils with special educational needs have very good attitudes to school. They try hard in lessons and receive good support from teachers and support assistants. Mostly, they concentrate well and teachers are effective in helping them to develop self-discipline and become independent learners. All pupils including those with special educational needs give good support to each other in lessons when opportunities exist for discussion or collaborative efforts.
14. The attendance figures for the school are very good. There were few unauthorised absences over the last year, and very few pupils arrive late to school. Lessons start and finish on time.

## **HOW WELL ARE PUPILS TAUGHT?**

15. Overall teaching is good. Approximately one-third of lessons were very good including one lesson, which was excellent. None were unsatisfactory. This represents a significant improvement since the last inspection when nine per cent of lessons were

judged unsatisfactory. Throughout the school, there is a close match between the quality of teaching and learning. It is directly responsible for the improved standards of pupils' attainment since the previous inspection and the good rate of progress seen throughout in all age groups and abilities. Teachers' questioning skills are particularly good. They ensure that there is no gender or ability bias in their approach while, at the same time ensuring that the questions challenge pupils' thinking.

16. The quality of teaching for children at the Foundation Stage, in Nursery and Reception classes, is good. All of the lessons observed were at least satisfactory and nearly all of them of good quality. Effective teaching promotes good progress by the children in all areas of learning and helps them to make a good start to their education. Teachers place strong emphasis on promoting the development of the children's personal, social and emotional development. This helps children to settle quickly, develop confidence in expressing themselves and learn to work sensibly and happily with others. As they progress from Nursery to Reception classes, children take increasing advantage of the range of learning opportunities presented to them and contribute with growing confidence during whole group sessions. Teachers in the Nursery however, could take more opportunities to intervene in the children's play to develop their speaking skills still further.
17. In Years 1 and 2 the teaching is good overall. Teachers' planning is of high quality, meeting the needs of the full range of abilities, and setting clear learning objectives. Pupils respond very well to the teaching. They listen carefully to explanations and, during discussions; pupils express thoughtful opinions and give appropriate information. As a result, pupils are confident to express their views and the quality of their speaking and listening skills is good. Teachers effectively organise their classrooms to support pupils' learning. They display key information about spellings, words and numbers, and through good quality displays.
18. In Years 3 to 6, teaching is good. Teachers set challenging learning targets for the pupils as well as overall for the lessons, ensuring very good levels of motivation and sustained concentration, with only very minor exceptions. Very good use is made of exposition, demonstration and effective questioning. Teachers move learning along at a brisk pace to maximise progress. All pupils, including those with special educational needs, were confident about applying what they had learnt to new situations. Pupils with special educational needs were given very good support so that they keep pace with their classmates.
19. Teachers and pupils are very well supported through the very good skills of classroom teaching assistants. They have a thorough knowledge of, and very good relationships with, their pupils. Activities are well integrated in the lessons as a whole and their withdrawal of pupils with special educational needs on a few occasions for intensive support is organised carefully so that no pupil is disadvantaged, while opportunities for individual tuition are used appropriately.
20. The good teaching in the school is the principal reason why standards are as good as they are. Planning is good. It contains details of literacy and numeracy to be covered in all subject areas and activities to challenge the more able and support the less able, including those pupils with special educational needs. Planning also makes effective links between the different subjects, which enables pupils to consolidate and extend their understanding. However, planning in subjects other than literacy, numeracy and science does not always adequately meet the needs of the ranges of abilities of pupils.

21. The teachers have very high expectations of the pupils' ability to concentrate and to work hard. They develop very good relationships with pupils and this provides the basis of trust and confidence with which pupils are able to express their opinions and to share their knowledge. As a consequence, pupils have very good attitudes to their work and to the staff, and they are supportive of one another. The efficient management of pupils' learning and behaviour in well-established routines enables pupils to move from one task to another with the minimum of disturbance. The marking of pupils' work is very good, providing as it does accurate evaluation of attainment and indications for future progress.
22. Assessment systems are well developed and easy to operate. Information about pupils' achievement is used to good effect to set appropriate work for pupils, although this is not sufficiently developed in subjects other than literacy, numeracy and science. Pupils have clearly expressed targets, which they understand because the teacher discusses them with the pupils, frequently during the course of the activity.
23. The consistently good teaching in English and mathematics is a result of the implementation of the National Literacy and National Numeracy Strategies and the thorough and detailed knowledge teachers have of them. This secure knowledge enables teachers to use the strategy flexibly. Teaching is very confident in these core areas and is reinforced by application in many subjects, for example in history where the use of writing frames supports and develops pupils' extended writing skills. Lessons are planned very carefully to meet the needs of all pupils at all levels of attainment. This enables pupils to make good progress towards the target set for them. In Years 1 and 2, effective teaching of basic skills contributes significantly toward the good progress in reading and writing. In classes for older pupils, good quality teaching of English promotes a growing interest by pupils in literature and increases their awareness of the need to adapt the way they talk and write for particular purposes and situations.
24. The teaching of mathematics is always at least of good quality and sometimes very good. The careful planning of lessons means that an appropriate degree of challenge is presented to pupils at all levels of ability, including those with special educational needs. Mental work is presented in a brisk and challenging manner. Pupils enjoy opportunities to contribute and compete by offering answers to questions. A good feature in the teaching is the way pupils are given time to explain their strategies for solving problems, which helps to consolidate their learning.
25. In science, the quality of teaching is generally good and sometimes very good. Throughout the school, the teaching is successful in helping pupils to make good progress in extending their scientific knowledge and understanding and, most successfully, their investigative skills. This latter emphasis encourages pupils to respond enthusiastically to the subject. Teachers have good scientific knowledge and plan their work well to meet the needs of all pupils. Teachers manage the pupils very well and create purposeful learning environments in which all pupils are purposefully engaged.
26. Teachers reinforce pupils' understanding of the needs to practise to get better at their work. They are very effective in helping them do this in lessons and in homework. Pupils are expected to take reading books home and conscientiously complete their homework, which they do.
27. Teachers are constantly looking for ways to improve their practice. Targets in performance management assist this process, as do the less formal procedures of

the monitoring of teaching and learning by the deputy headteacher and subject co-ordinator. Information from the national tests and optional tests, as well as reading and extended writing tasks, add to the pool of information used by teachers to gauge and to adjust their teaching objectives.

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

28. The school has developed a very high quality learning environment. There are very well presented displays of pupils' work, easily accessible resources and a bright, pleasant atmosphere that facilitates pupils' study. All pupils benefit from a very good and interesting range of activities that are relevant, well balanced and broadly based. Schemes of work match the requirements of the National Curriculum and locally agreed syllabus for religious education and these are covered sufficiently well for pupils to attain the intended levels of knowledge and understanding. At the Foundation Stage, in the Nursery and Reception classes, the curriculum is based appropriately on the nationally agreed programme of learning. Governors have a suitable policy in place for sex education and relationships, personal, social and health education are undertaken in various parts of the curriculum. This represents good improvement since the last inspection and the weaknesses in ICT, geography and history have now been rectified.
29. The school has been very successful in implementing the National Literacy and Numeracy strategies. It provides opportunities for pupils to use literacy and numeracy skills well in subjects such as science and there is currently a focus on improving listening skills and the ability to follow instructions in physical education. In spite of limited opportunities to use computers because of the lack of a suite, ICT skills are systematically taught and opportunities are provided for pupils to use and develop further these skills in other curriculum areas such as mathematics, English, geography and history.
30. Good use is made of the national guidance in the planning of the curriculum. Teachers throughout the school are aware of pupils' individual needs within the school and take care in their detailed planning to tailor the curriculum to ensure full coverage but also to suit pupils' requirements, although there needs to be more use made of assessment to frame activities for pupils in history and geography. Very good provision is made for pupils' personal, social and health education and issues are also discussed in other subject areas such as religious education and within class and school assemblies. Curriculum planning has shown very good improvement since the previous inspection.
31. The curriculum for pupils with special educational needs is good. Pupils' individual education plans are written by teachers who consult regularly with the special needs co-ordinator and parents. The curriculum for pupils with special educational needs is designed to promote their understanding of the work done within the class and they are fully included in all aspects of this work. Learning support assistants work effectively with pupils assigned to them as well as those who are nearby by encouraging concentration and independent learning. This enables pupils with special educational needs to be fully involved in group activities. Tasks are effectively adapted to provide good learning opportunities for all pupils including those with special educational needs.
32. Pupils have very good equality of access and opportunity to learn by means of the curriculum. Good quality teaching and good provision for pupils with special

educational needs throughout the school give all pupils, including those with statements of education need, additional support when required and the opportunity to learn.

33. Effective provision is made for gifted and talented pupils and the school is giving good focus in all areas of the curriculum to provision for them. Where necessary, arrangements are made after careful consideration of all academic and social factors to accelerate a pupil by placing her in a class one year ahead of her chronological age. In another instance, an older pupil with particular difficulties has been placed in a younger class. In both cases the pupils have made good progress.
34. The provision for extra-curricular activities to enrich the curriculum is very good. The school runs a range of sporting, artistic and cultural activities outside school hours in the morning, lunchtime and in the evening, such as football, cricket, French and gymnastics. All pupils enjoy a large variety of educational visits and visitors and the school makes very good provision in this area. Pupils visit places such as Whitby, Lotherton Hall and Eden Camp to complement several subjects in their curriculum and learn from visitors such as artists, a visitor from South Africa and local councillors. Year 6 pupils take part in an adventure pursuits' residential course. Through experiences like these, pupils see themselves as part of a rich, varied and diverse world.
35. In addition, the school extends its provision by encouraging pupils to take up opportunities to enter local competitions like cricket and football leagues and through visits to places of local interest like churches and John Smith's Brewery. As a consequence of this rich and varied extra-curricular provision, all pupils are motivated to do their best and opportunities are provided to individuals with differing talents. There are very good links with the local community and with the local secondary school. Pupils sing to local elderly residents, participate in a joint service with other local schools where the question "who is my neighbour?" is considered and enjoy assemblies taken by local church ministers.
36. There is very good provision overall for pupils' spiritual, moral, social and cultural development. This area shows good improvement since the previous inspection. The school maintains a calm and very caring ethos in which all members of the community are valued. Pupils are treated fairly by all the adults they come into contact with at school and they treat each other well too. There is a shared commitment to encourage pupils to grow and develop as young people.
37. Provision for spiritual development is good. School assemblies provide a good basis for pupils' spiritual development as do religious education lessons. The school complies with the statutory requirements to provide a daily act of collective worship. The school sees personal spiritual development opportunities in many areas of pupils' lives. For example, pupils experience awe and wonder at watching a pond skater on a puddle after rain and they are amazed by a visit from scientists who bring a plant with them that eats mice. Opportunities for reflection occur when, for example, pupils in assembly consider safe and happy places like the playground. Assemblies also contribute to the valuing of individuals, for example when the school celebrated the skills of a boy doing Irish dancing or a Year 1 girl who had learned to play the guitar. In one class, a display showed that pupils learned to value the contributions of dance, music and the creative arts and in another lesson reflect on their feelings when treated kindly or unkindly. This knowledge extends pupils' spiritual growth and experience.

38. The school's provision for moral development is very good. This is strongly fostered by the school's aims and the code of behaviour. The school's varied curriculum and extra-curricular activities provide opportunities for pupils to explore moral concepts such as right and wrong. The school council debates and discusses issues leading to decisions that are based on a well-founded consideration of the moral roles and responsibilities of citizens in a participatory democracy. Parents believe that the school is helping their children to become mature and responsible and inspection evidence shows that pupils show a sense of responsibility to themselves and others in the school in their actions and their friendly and courteous behaviour. Pupils have a clear understanding of good behaviour. Achievements are recognised in assemblies and teachers and support assistants provide very good role models and foster a sense of caring about others.
39. Provision for the pupils' cultural development is very good. It is well fostered through the subjects of the curriculum like history, which includes studies of societies such as the Tudors and the Egyptians and through the very varied visits made by pupils to a Mandir in Bradford and by the large and varied number of visitors welcomed to the school including people from other countries like South Africa. Geography helps pupils to consider life in communities other than their own and the school plans well to ensure that pupils are prepared well to live in a multi-racial and cultural society.
40. Provision for social development is very good. Pupils are encouraged to live and work harmoniously with each other. Work in Personal, Social, Citizenship and Health Education (PSCHE) contributes to this development. Pupils have many opportunities to work together in lessons throughout the school and are encouraged to co-operate well during their daily activities. Pupils show appreciation of the efforts of others and this is particularly noticeable in assemblies where the achievements of many pupils are shared. Residential visits like the one made by Year 6 pupils during the inspection help pupils to live at close quarters with a wide range of people in a situation that is very new to most of them. A similar trip was arranged earlier in the school year so that pupils could learn to get on better with each other and this is a good example of the way the school provides opportunities for pupils to develop good relationships.
41. The school is very successful in maintaining a fully inclusive ethos. The governing body's policy for equal opportunities is fully implemented throughout the school and monitored carefully by the senior management team. The school works hard and successfully to include pupils of all abilities and backgrounds. Appropriate steps are taken to ensure that boys and girls are treated fairly and given equal opportunities in all aspects of life. Library books and learning resources are checked, for example to ensure they give positive messages about gender, race and culture. Care is taken to ensure that pupils with special educational needs are able to participate fully in lessons and benefit from the full range of school activities.
42. The school is very successful in promoting the pupils' personal and social education. Opportunities occur through well planned 'circle time', when pupils explore feelings and points of view in a tolerant and respectful atmosphere. A well conceived health education programme is taught throughout the school. This gives appropriate attention to sex education and the dangers of drugs misuse. The pupils are taught essential facts and provided with the necessary skills and knowledge to enable them to make informed choices now and in the future.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

43. The school provides a very secure and happy environment. The pupils are valued as individuals and their teachers play a significant role in their personal development. There are effective policies in place to ensure the health and safety of all pupils.
44. There is a very effective behaviour policy, which is used consistently and fairly throughout the school. Pupils know how they are expected to behave, and as a result, very little teaching time needs to be used correcting unacceptable behaviour. The pupils know they can turn to their teachers for help, and are confident they will be listened to and taken seriously. The staff know the pupils and their families well, and this helps with the informal monitoring of personal development. The school has a clear attendance policy, which is known to both parents and pupils. The very good attendance figures mean that there is very little need for the school to remind parents of the policy.
45. There are effective procedures in place for child protection issues. All staff are aware of the policy, and the correct procedures are followed. The school has a clear and effective health and safety policy. Since the previous inspection very comprehensive risk assessments have been carried out. All necessary records are kept relating to safety checks and fire procedures.
46. New pupils and their parents are given good opportunities to visit the school and this helps the children to settle quickly when they start at the school. There are good and effective links with the local secondary school, and these links help the pupils to be confident about their transfer to the next stage of their education.
47. The support for pupils with special educational needs is good. Staff are very caring and ensure that pupils with special educational needs are included in everything. Teachers use a range of assessment procedures to identify pupils' learning needs and they are vigilant and experienced in providing for them through their planning.
48. The school uses a range of assessments, including end-of-year tests, to set targets for the coming year to predict what pupils should achieve. These targets are reviewed and changed if necessary to promote continuous progress. The school's system is for the pupil's present and previous teachers to meet together to review the annual targets in the autumn to make sure that they are achievable. This is good practice and ensures that procedures draw on secure and reliable information. The school has made good use of ICT to manage assessment information.
49. Teachers make good use of assessment to inform their planning although this needs to be extended to include subjects other than English, mathematics and science more effectively. The results of assessments help them to set the work for pupils of different abilities and for groups. Literacy has been a major focus for the school and the assessment procedures for this are very good. One particular good feature of the marking is the clear focus on the principal area for improvement.
50. The school analyses assessment information well. This yields information about the performance of pupils in different classes and of boys and girls and is used where appropriate to set targets. All assessment information, including the school's targets, is shared with class teachers. This is a measure designed to equip teachers with a clear understanding of what is expected of their pupils at a local as well as national levels. To back this work up the school is developing its procedures to analyse points score information as well as assembling portfolios of pupils work, which illustrate the standards they have reached, for each subject that teachers can consult to remind them of National Curriculum levels of attainment.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

51. The parents are very satisfied with the school and the education it is providing for their children. The overwhelming majority of the opinions expressed, both through the questionnaires and from parents attending the pre-inspection meeting, were very positive and supportive of the school's work. The parents all say their children enjoy going to school. They think that good progress is made and that there is good behaviour. They consider the school to be well led and managed and that the teaching is good. The inspection team agrees with the parents' positive views. A very few parents were concerned about the out-of-school activities provided, the information they receive about their children's progress and the level of supervision during playtime. The team found that there are very good opportunities for extra-curricular activities, that the school provides very good information for parents and that the level of supervision during playtime is appropriate.
52. The quality of information supplied to parents is very good. The school provides regular newsletters that tell parents of staff news and forthcoming events. At the start of each term they also receive clear information of the topics their children will be studying during the term. When school trips are planned, the parents are told not only where the children will be going, but also the reason behind the visit and the subject connection. The teachers are available to talk to parents every day should there be any concerns. There are two parents' evenings each year, and these are very well attended. Annual reports to parents are good. There are leaflets provided for parents prior to their children starting school. In addition to the usual visits to the school, children and their parents are invited to sample a school lunch, and to experience the atmosphere in the dining room.
53. Parents are encouraged to take an active part in the life of the school. The Home and School Association organises both fundraising and social events, and these events are very well supported. A number of parents and other members of the local community regularly help in classrooms, and parents are always ready to help on school trips. During the winter and spring half terms, the school sets Family Challenges involving the parents and carers of the older pupils. These are tasks that can involve the whole family and usually include a practical element, such as making models or dressing figures in historical costumes. The strong partnership which exists between parents and school makes a significant contribution to the learning and personal development of the pupils. It is a strength of the school.
54. The involvement of parents in the provision for pupils with special educational needs is good. Individual education plans are shared with parents who are also included in regular reviews. Parents feel that their children are well cared for and that the school does all it can to take effective action to address difficulties.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

55. The leadership and management of the school and key staff are very good. This achievement represents good progress since the last inspection. This is in no small measure due to the considerable management and leadership skills of the headteacher who, since being appointed one year prior to the last inspection, has brought the school from one that had many defects to one that has many very good qualities. She has achieved this in a number of respects. Firstly, by developing systems and structures to support good curriculum planning. Secondly, by evolving methods for monitoring and evaluating the work of the school and the setting of

appropriate targets for school improvement. She has led by example, teaching a half-timetable, as well as involving herself directly in many school and out-of-school activities. She has been ably assisted by a good senior management team and well supported by a staff who share the same determination to succeed. In addition, she has devolved opportunities for subject co-ordinators to take greater responsibility for the development of their subjects, particularly with regard to raising standards. However, some co-ordinators have only been recently appointed to some subjects and they need to be provided with a more systematic programme to develop their subjects and to raise standards. School development planning is detailed and focuses on the appropriate priorities facing the school.

56. The headteacher and senior managers are an effective team. They have been instrumental in accurately identifying what the school has needed to do to improve and implement the systems to achieve this. They have initiated a detailed curriculum, which covers all the requirements of the National Curriculum and religious education, the National Literacy and Numeracy Strategies and cross-curricular initiatives such as personal, social, health and citizenship education. Most importantly, the school has put in place an effective tracking system to monitor the progress of its pupils, the quality of teaching and learning and the standards achieved. The good quality of information this provides is used to very good effect to intervene at the earliest opportunity when pupils need help and to ensure that appropriate targets are set for pupils. This very good learning environment ensures there are high expectations of behaviour and academic performance.
57. The management of the provision for pupils with special educational needs is good. The co-ordinator maintains all the necessary paperwork and works closely with staff to ensure that they develop confidence in providing for the needs of pupils with special educational needs and in writing their individual education plans. The school has made good progress with implementing the requirements of the revised code of practice for pupils with special educational needs. The school has a number of support assistants who give very good support to pupils with special educational needs and there is a good range of resources for special educational needs. Progress since the previous inspection has been good and the school is fortunate in the staff it has who have a high level of skill and provide good support to pupils with special educational needs.
58. Some subject co-ordinators play a very effective role in raising the standards of pupils' attainment. They have a detailed knowledge of their subjects and confidently know how they are to develop. They monitor work in their subjects through teachers' planning and through evaluating samples of pupils' work. However, some co-ordinators are relatively new and they need to be directed to evaluating standards in their subjects and identify the action needed to improve those standards.
59. Governors have very good knowledge of the school and play an active part in shaping its strategic direction as well as fulfilling their statutory duties. They are well aware of the challenges that currently face them in adjusting to falling rolls while retaining good standards and have discussed plans to adjust to the new circumstances. Governors take on specific responsibilities as well as statutory responsibilities such as health and safety and special educational needs. Headteacher reports and briefings are effective and are supplemented by presentations by other members of staff. Governors ask searching questions about the progress the school is making and share the same determination to improve standards, while retaining a belief in the school as an inclusive community. They keep a close watching brief on spending, for example in the development of the ICT suite and the purchase of non-fiction books,

and ensure that it is correctly targeted on school priorities but this needs to be followed through to ensure that their spending decisions have had an effect on raising standards.

60. Financial planning is accurately focused on appropriate priorities. There is little room for manoeuvre because of falling rolls but the school stretches the budget as far as possible, for example to retain staff and maintain single age classes and through the purchase of high quality resources. The school has carried forward about 15 per cent of its budget but this was largely due to inclusion of monies paid late to the school from the previous year and the determination of the school governors to minimise the difficulties encountered this year and next in staffing and pupil ratios. Specific grants are used appropriately. For example, money for special educational needs is used to pay for classroom teaching assistants. These members of staff are given the responsibility to support designated pupils with special educational needs and they are of very good quality and well managed.
61. Induction procedures for new staff are satisfactory. Systems and support are clear. However, the newly qualified teacher, although she has been able to attend local authority induction courses has only observed one another teacher in the school and has had no opportunity to visit other schools.
62. To date, performance management has had a very positive impact. Lesson observation and agreed protocols in relation to feedback are well established. Individual objectives are effectively linked with school and subject plans. As a result staff are clear and effectively involved in addressing the key school priorities. The important link between individuals' objectives and their professional development needs is a well-established and effective feature.
63. The school has a suitable number of qualified teachers for the teaching of the National Curriculum and religious education, and they are of good quality. Teaching assistants contribute very well to the progress made by pupils with special educational needs.
64. Accommodation is maintained at a high standard. The school building and its grounds are clean and attractive. The caretaker and cleaner ensure that pupils come to learn in a bright environment and teachers ensure that classrooms are stimulating places in which to learn. Resources are of good quality. The school makes good use of new technologies in its administration and management.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to improve further the school should address the following key issues:

1. **\*Improve the standards of written English by:**
  - evaluating the current standards and identify the deficiencies;
  - further developing pupils' range of vocabulary;
  - further developing opportunities to write across the subjects and ensure that the work is sufficiently challenging.(Paragraphs 1, 4, 79, 82, 84).
  
2. **Improve the quality and use of assessment in subjects other than English, mathematics and science by:**
  - reviewing the planning of the foundation subjects to ensure there is sufficient match of tasks to the range of abilities;
  - evaluating through a scrutiny of work whether this has been implemented.(Paragraphs 2, 3, 7, 19, 21, 29, 48, 57, 111, 122, 127).
  
3. **Develop the role of subject co-ordinators, other than in English, mathematics and science by:**
  - ensuring there is a consistent framework and time allowance for co-ordinators to monitor their subjects;
  - translating these findings into individual subject action plans designed to raise standards.(Paragraphs 54, 111, 116, 123, 128, 139).

\* The school has already identified this is an area for development

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	23	3	0	0	0
Percentage	3	29	61	8	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.

### 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)	13	174
Number of full-time pupils known to be eligible for free school meals	2	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	22

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	4.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
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	12	15	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	12
	Girls	12	13	14
	Total	24	24	26
Percentage of pupils at NC level 2 or above	School	89 (78)	89 (78)	96 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	14	14	14
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	96 (89)	96 (100)	96 (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	13	18	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	11	12
	Girls	16	15	16
	Total	22	26	28
Percentage of pupils at NC level 4 or above	School	71 (90)	84 (82)	90 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	9
	Girls	16	16	14
	Total	25	28	23
Percentage of pupils at NC level 4 or above	School	81 (85)	90 (85)	74 (77)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	146	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

## Teachers and classes

### Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	20
Average class size	23

### Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	108

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	13
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	7

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	2
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)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Financial information

Financial year	2001-2002
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	£
Total income	487,359
Total expenditure	468,529
Expenditure per pupil	2,074
Balance brought forward from previous year	56,689
Balance carried forward to next year	75,519

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	138
Number of questionnaires returned	40

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	33	0	0	0
My child is making good progress in school.	62	35	0	0	3
Behaviour in the school is good.	41	51	8	0	0
My child gets the right amount of work to do at home.	44	46	6	0	4
The teaching is good.	71	23	3	0	3
I am kept well informed about how my child is getting on.	54	36	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	68	24	8	0	0
The school expects my child to work hard and achieve his or her best.	64	33	0	0	3
The school works closely with parents.	45	44	11	0	0
The school is well led and managed.	59	33	5	0	3
The school is helping my child become mature and responsible.	58	40	2	0	0
The school provides an interesting range of activities outside lessons.	46	41	6	0	7

At the parents' meeting, parents were very positive about virtually all aspects of the school. However, supervision at playtime and information about the progress of their children were mentioned as areas for improvement. The Inspection team judged that supervision levels were appropriate, a safety issue was currently being dealt with and the level of information parents received about the progress of their children was satisfactory.

## **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**

66. The children at this stage are taught in the Nursery and also in the Reception class. School records indicate that on entry to the Nursery, the children's attainment levels are below those found nationally. However, the intake represents the full range of ability and includes some potentially higher attaining children.
67. Only 15 children attend the Reception class. As this is a relatively low number, the small class size increases the level of interaction between adults and children and results in good progress being made by all of the children during the year. Most are broadly on course to achieve the nationally agreed early learning goals by the time they are ready to begin Year 1. This represents a similar picture to that found at the time of the last inspection.

### **Personal, social and emotional development**

68. This area of learning is emphasised strongly and is well planned so that the children demonstrate confidence working with adults and each other. The children settle quickly into the daily routines of the Nursery and enjoy the experiences offered. Throughout the Foundation Stage, the children are helped to develop a good understanding of acceptable behaviour and what is right and wrong. By the Reception class, they know how to work together co-operatively to share equipment or to wait patiently for their turn. For example, the delightfully equipped 'scientists' laboratory in the Reception class made great demands on the children's self-control. They wanted enthusiastically to put on the sparkling white laboratory coats, to put on the scientists' goggles and to observe the range of toy mini-beasts, some of which needed specialist treatment with a syringe! The very good quality of relationships, at all levels is a strong feature throughout the Foundation Stage. Staff have a good understanding of the children's needs.
69. They generally provide a range of appropriate learning opportunities, which help the children to develop sensitively to their own culture and an awareness of other people's ways of life. Overall, the quality of teaching in this area is good.

### **Communication, language and literacy**

70. Many of the youngest Nursery children lack confidence in this area of their learning. Some of these children find it difficult to communicate because their basic vocabulary is limited. They are reluctant to handle books or to seek and use mark-making material. However, these children benefit from the range of effective experiences and activities provided to develop and extend their language and literacy skills. Although the quality of teaching is generally good in this area of the children's learning, on occasions, and especially during outdoor play in the Nursery, missed opportunities occur for the planned development of their speaking and listening skills. The good quality of the teaching in the Reception class enables the children to make good progress. The children develop increasing skills in all aspects of this area of their learning. They are attentive listeners and sustain increasing levels of concentration listening to stories and rhymes. Formal activities directed by staff in the Reception class help the children to develop appropriate skills in recognising familiar letters, sounds and words. Many of the children are beginning to use their knowledge of letter sounds to read less familiar words. This represents good progress during the

Foundation Stage. The children enjoy books and take them home regularly to practise their reading. A good feature of the teaching is the planning of writing opportunities, which enable the children to write spontaneously during imaginative activities. For example, in the Reception class, the children wrote invitations and acceptance cards for a party. They demonstrated increasing skills forming recognisable letters and writing familiar words with growing confidence and independence.

### **Mathematical development**

71. By the end of the Reception year, the great majority of the children make good progress from a low baseline on entry to the Nursery. However, on occasions the pace of learning in the Nursery is too slow when the children are taught as a large group. This form of organisation inhibits the children's active participation and restricts their progress. However, in their play, the Nursery children make satisfactory progress in counting activities in a range of practical contexts. The successful adaptation of the National Numeracy Strategy is effective at the Reception class stage. The children demonstrate a growing understanding of the order of numbers. Most show reliable counting skills and know how to order numbers, one to ten, on a number line. Some of the higher attaining children understand how to count on and back from a given point. They also understand and use terms such as 'more and less than' when solving simple problems using a number line. Some of the older Foundation Stage children demonstrate increasing skills in using mathematical language to describe shape, position and quantity through a range of well-planned activities. For example, in relation to position, some of the children, with help, were able to program a robotic toy to travel and turn according to their wishes.

### **Knowledge and understanding of the world**

72. Good quality organisation and teaching effectively underpin the work in this area of learning. Many of the Nursery children enjoy using the computer. They show growing confidence using the mouse to select and click on screen images. The Reception class children make good progress using the computer to help them to consolidate their understanding of letter sounds. At the Foundation Stage, the children are helped to understand the passage of time through talking about the days of the week, birthdays, the changing seasons and events in their own lives captured through photographs. The children, throughout the Foundation Stage, have frequent opportunities to take some responsibility for their learning through choosing from a range of well-structured activities. This reflects the good quality teaching and planning and helps to promote a measure of independence and confidence in their learning. As with all areas of the children's learning, at this stage, well-organised assessment strategies assist staff in their future planning. Through many of these activities, the children develop increasing skills in shaping, assembling and joining materials. For example, the Nursery children used effectively a range of malleable materials to shape their forest for dragons to use.

### **Physical development**

73. Frequent opportunities are provided for the children to develop skills and confidence handling crayons, pencils, paint brushes, scissors, modelling tools and construction materials. The children make good progress by the end of their time in the Reception class, despite a significant number of Nursery children who have very limited skills on entry to the school. This is due to the good quality of planning and organisation in this well taught area of the children's learning. Many of the older Foundation Stage

children demonstrate increasing levels of dexterity and co-ordination of their bodily movements during physical activities in the hall. They move safely with increasing control and confidence. They are helped to understand changes that occur in their body when taking part in vigorous exercise. The children show increasing maturity when changing for physical education lessons and as in all areas of their learning their behaviour when moving from the classroom to the hall is of a high order.

### **Creative development**

74. Good teaching and access to a broad range of activities, throughout the Foundation Stage, enable the children to make good progress and do as well as expected for their age. Good quality interaction and support provided by all the staff in the Nursery and Reception classes enable the children to develop their creative skills in many ways. As a result the children use their skills effectively to mix colours when painting imaginatively and when painting plants and other interesting objects they observe directly. Some of this work is of good quality, well proportioned and detailed. Many of the older children in the Reception class demonstrate their growing creative ability, designing and then making their own artefacts, including a two-part moving cylindrical 'telescope' of good quality. The children enjoy musical activities and know a growing repertoire of songs and rhymes, which they sing with developing confidence and good recall of the words. Although the children listen to music and play instruments, this is intermittent rather than an integral part of daily planning. As a result, the children, particularly the youngest in the Nursery have too few opportunities to repeat and rehearse what they have learnt in their own way. Well-organised role-play opportunities enable the children to develop some imaginative story lines. Adults do not always take full opportunity to interact with the children during these activities in the Nursery.

### **ENGLISH**

75. In Year 6 standards in writing are just in line with national expectations whereas those in reading and speaking and listening are securely in line. These standards show good achievement, given pupils' below average standards, in literacy and spoken English when they start school and represent a satisfactory maintenance of standards since the previous inspection. Between six and seven out of 10 are on course to reach the standard expected for their age in English by the time they leave the primary school in the current year, although this will place them overall below national average expectations. Girls achieve better than boys largely because boys begin from a lower literacy starting point and boys tend to have more special educational needs. However, the range of ability does vary from year to year, but in general there are proportionally fewer high attainers and a larger minority of pupils who are low attainers. This tends to depress the overall level of attainment of the school.
76. In Year 2, standards in writing are just in line with national expectations whereas reading and speaking and listening are more securely in line with national expectations. Pupils' performance in the national tests tell a broadly similar story. In 2002, the pupils achieved the national average in reading and above the average in writing.
77. Speaking and listening skills improve well in Years 1 and 2 as a result of the focus on this element of English during the current school year. The school is aware that they need to develop this basic aspect of pupils' learning so that they can more effectively learn in all the subjects of the curriculum. This is paid good attention in all lessons and

the school has recently taken part in a project to promote speaking and listening skills in physical education. Teachers use extensive opportunities to encourage pupils' speaking skills in different groupings, as partners or in small groups and to the whole class. Teachers are careful to ensure that contributions come from a wide range of ability and that pupils are given the time to develop their answers. Most teachers challenge pupils to think about the words they use, to consider using alternative words or the appropriate technical term.

78. Nearly all pupils are very good listeners. As a result they quickly learn to understand and use a lot of new words and ideas. This is actively encouraged through reinforcement of the need to listen to other children carefully and to respond to what they have said appropriately. Good use of circle time ensures that pupils learn appropriate rules for speaking and listening as well as giving them an extended opportunity to express feelings and explore opinions. As a result, nearly all pupils, including those with special educational needs, make good gains in confidence and clarity when expressing what they think, notice, feel, see and want to ask.
79. Pupils make good progress in reading in Years 1 and 2. This is because high quality literacy lessons and reading schemes build on their good start in phonics in the Foundation Stage. A few, higher-attaining pupils read by themselves by the end of Year 1. Average and lower-attaining pupils also make good progress. This is because teachers read stories interestingly and provide attractive reading books. Pupils' skills in finding information using dictionaries, indexes and contents pages are as expected for their ages. Higher-attaining pupils read fluently. Average and lower-attaining pupils read accurately - although more slowly - and with understanding and appropriate expression. Pupils begin to read back their own writing so as to check and correct it. Children enjoy reading as a result of the positive encouragement they get from teachers and special events such as 'World book' day, which heighten the image of reading as an enjoyable pastime.
80. Pupils make good progress in writing, although it remains just in line with national expectations. In Years 1 and 2, standards of handwriting, spelling, presentation and rates of writing are in line with national expectations. This is because of skilled whole class teaching and high expectations of what pupils can achieve. Very good marking guides individual development. As a result the progress of lower-attaining and average pupils is very similar. Higher attainers write at length in fluent, joined-up handwriting. Pupils enjoy writing because teachers show them how to improve and succeed. However, the vocabulary that the majority of pupils use is limited and this reflects in the weaker levels pupils attain in writing. Furthermore, lower attaining and some average attaining pupils forget some basic elements of organising sentences when they are writing more independently.
81. Year 6 pupils speak satisfactorily and in detail. Standards of speaking and listening are satisfactory overall. Confidence in speaking "in public" develops well through recently increased opportunities for pupils to take part in productions such as 'Trouble Brewing'; a piece written by one of the teachers and performed by the children of the school, assemblies and presentations. Because of the good working atmosphere and interest in lessons pupils learn a lot by listening to each other and sharing ideas. Lively discussions enhance debating skills at times in other lessons when, for example, pupils explore environmental issues in geography.
82. Reading standards are in line with national expectations in Years 3 - 6. The school has already taken some effective steps to improve the development of individual reading through the purchase of additional non-fiction books. Library skills such as the

use of book numbering systems and the organisation of books are securely understood. Nearly all pupils read their own and other pupils' writing accurately by the age of 11, and use dictionaries and thesauruses effectively to improve the quality of their work. The use and development of reading to support learning in other subjects is satisfactory. In geography and history for example, pupils use a good range of books to gather and select information.

83. In Years 3-6, teachers use literacy lessons well to build up pupils' experience of writing in a wide range of forms. For example, they write stories, letters, brochures, drama scripts and poems. Standards of spelling, handwriting and presentation remain satisfactory overall because marking arises from ongoing conversations between teacher and pupil, encouraging development of these areas. The school encourages pupils to develop ideas at length. They also gain good experience of using writing to support learning in other subjects. For example they develop extended writing from notes of field trips in geography and make notes of key points from a range of sources in history. This was used to good effect with Year 6 pupils, for example, when they returned from a residential visit and used information about the centre to produce leaflets which employed persuasive language for a range of different audiences such as the disabled, the very young and adults. Teachers challenge pupils' use of language and encourage them to seek alternative words or more precise and technical vocabulary. For example, in a Year 2 lesson pupils were challenged to provide a more precise term for 'living things' and the more able pupils were able to suggest 'organic'. In another example the teacher asked for definitions of 'compound' as in 'compound words'. The lesson demonstrated a very good development of pupils' understanding, beginning as it did by first securing a definition, identifying compound words in their immediate environment or experience, for example 'classroom' and finally by pupils providing their own definitions of a compound word, which the other children had to guess. Moments of nice humour were introduced when, for example the suggestion was made for a 'high-top' computer instead of 'laptop'. Higher-attaining pupils understood the distinction and could explain the difference between words that were composed of prefixes and suffixes and those that were 'compound'. The learning was well summarised at the end of the lesson when pupils were able to explain some of the characteristics of compound words, for example when not all letters are pronounced such as in 'cupboard'. Teachers attempt also to enrich pupils' vocabulary and expression through poetry. For example, in an anthology of poetry produced by a Year 5 class entitled 'The Magic Box' one pupil described his favourite things as 'The colour of the ocean and the whisper of the wind'. However, average-attaining and low-attaining pupils' vocabulary lacks imagination and extension and there is a need to develop this aspect of expression further through providing more experiences of poetry for pupils and word play generally.
84. The quality of teaching and learning is good and often very good. Writing is very well taught throughout the school and pupils make good progress although overall standards remain just satisfactory. This is one of the main reasons for pupils' good achievements. Other important strengths of teaching are: very good relationships that encourage pupils of all abilities and backgrounds to contribute well to learning in class; very good preparation, organisation and management of learning; good management of pupils; and high expectations of what each pupil can achieve. Teachers are particularly successful at questioning pupils, ensuring that there is a good distribution of questions for all abilities of pupils and questions that challenge them to think more deeply. This powerful combination stimulates high quality, purposeful language development that pupils enjoy.

85. The main areas for improvement in teaching and learning are to continue to develop pupils' skills in standard English and to provide extensive opportunities through English lessons and in other subjects by which pupils' vocabulary can be enriched and conventions of organising sentences reinforced.
86. In the very best lessons, teachers ensure that all pupils are fully involved all the time in speaking, reading and writing. For example, pupils in a Year 6 story-writing lesson made very good progress in understanding and developing skills. Pupils' enjoyment of learning was the secret of success in a good Year 5 letter-writing lesson. In this example, the audience for the letter was carefully considered and the tone adjusted accordingly. The exercise was given meaning by being based on the traffic problems in the town's main street, which was followed up in the afternoon by a traffic census for their geography lesson. A local policeman and policewoman were planned to meet the children later in the week so that the issues could be discussed further. This was a very good example of how curriculum planning provides a coherent learning experience for pupils by involving other subjects. In science too, pupils develop their writing skills through, for example the recording of information and the setting out of instructional text. There are good examples of pupils' drafting their work on the computer and experimenting with different fonts. Teachers set appropriate homework, which is specific and supports well the work in class.
87. Pupils' handwriting is satisfactory being generally neat and letters satisfactorily formed. Spelling of familiar words is satisfactory and most pupils can make a reasonable attempt at spelling unfamiliar words by sounding them out.
88. Learning is less successful on the very few occasions when pupils have to spend too long listening to the teacher and do not have enough opportunity to give their ideas to the class. Such over-direction of learning often occurs when teachers want to make sure pupils understand everything before they start their tasks. Pupils also achieve less than they might when teachers do not tell them often enough how much time they have for written work and how much they have to do. However, such examples were very isolated and outweighed in the rest of the lesson by good points.
89. Skilled teaching assistants significantly improve the standards of pupils with particular language difficulties, in small groups and one-to-one. They also keep up pupil morale and stop pupils falling behind. The effectiveness of this work shows in the very good progress and achievement of many lower-attaining pupils, and of those with special educational needs.
90. Good leadership and management in literacy have produced satisfactory standards. This is because of very good teamwork, thoughtful exploration of needs and priorities and immediate responses to them. Teachers show exceptional energy and commitment to ensuring all pupils do as well as they can. The school is therefore very well placed to further improve the quality of the pupils' writing.

## **MATHEMATICS**

91. Pupils in Year 2 and Year 6 attain standards expected for their age in mathematics. In the 2002 national tests, a good proportion of pupils in Year 2 attained Level 2 and above and whilst attainment in the national tests in 2002 for Year 6 matched those achieved nationally, few pupils than expected achieved Level 5. All pupils achieve well and inspection evidence indicates good progress in mathematics has been made over the past year. Planning and teaching were judged to be good at the previous inspection and the school has worked hard to maintain pupils' good progress.

92. By the end of Year 2 (when pupils are about the age of seven), pupils have a satisfactory knowledge of the size of number and where it fits on the number line and in the number square. Pupils in Year 1 work with various coins to calculate the cost of items and choose the correct combination of coins to make payment. The work is very well planned so that tasks are matched to the needs of pupils of all abilities and a computer program is also used to support the work. Pupils in Year 2 also work with money, using coin fans and coins. They show confidence in the work they do and thoroughly enjoy the challenge of solving problems and sharing their results with the rest of the class. Pupils have a good mathematical vocabulary. They understand the use of zero as a place holder and know that the position of a digit signifies its value. They use this concept well when ordering numbers in various sequences. The pupils generally make good progress in their calculation work, selecting and using quite accurately appropriate addition and subtraction processes. However, the lower-attaining pupils have yet to grasp the efficiency of starting with the larger digit when adding two digits together. All lessons seen began with a mental activity that was challenging and brisk in pace and included pupils of all abilities.
93. By the end of Year 6 (when pupils are about the age of 11) pupils have a sound understanding of place value including work with numbers of 1000 and more. They use a variety of written and mental computations, draw various graphs by hand and using the computer to present information and work with co-ordinates and common fractions. Pupils in Year 3 are very well taught about position and direction and their early work on a large outdoor grid is followed by work in the classroom that reinforces their learning and gives them confidence in working with position and direction. Older pupils in Year 5 convert fractions to percentages and decimals and because of the excellent teaching they show a very good level of understanding and a high level of confidence in working with fractional parts. Work in other subjects, such as art and design and science is also supported when pupils repeat patterns and use rotation to draw pictures.
94. The National Numeracy Strategy has been effectively implemented and this is significantly helping to raise standards in mathematics throughout the school. The teaching is never less than good and is often better. Teachers have a high level of understanding and this, together with very effective planning, ensures that pupils make good progress. Tasks are adapted to suit the needs of all pupils, including those with special educational needs, and classes have good displays that support the work being done. Teachers mark written work well and provide feedback that encourages further improvement by pupils. Many teachers also move around the class marking work as it is being done. This immediate feedback has a very positive impact on pupils' learning and is useful to teachers as part of their assessment arrangements. Homework is often set and throughout the school there is a commitment to improve standards further.
95. During the past year the school has had a focus on problem-solving. The school makes use of a website to analyse the results of a variety of testing and this information helps staff to target appropriate areas for further improvement. In the lessons seen, pupils were showing high levels of confidence in solving a variety of problems and they were challenged in everything they did by the very good questioning techniques used by teachers. The wide range of assessment including national tests and non-statutory tests helps to ensure that planning and provision take account of pupils' needs. Much of the work done in classes is based on a high quality commercial scheme and this ensures that there is full coverage of the curriculum.

96. Teachers have high expectations of pupils and they, in turn, show very good attitudes and behave very well. They concentrate well and show interest in the work. Written work is mostly well presented. It is neatly laid out and pupils take a pride in the work they do.
97. The management of mathematics is very good. The co-ordinator is very well informed and works closely with staff to provide discussion and INSET opportunities as required. Her records are detailed and include details of work scrutiny, analyses of test data and guidance for teaching gifted and talented pupils. Appropriate emphasis is given to the importance of mathematics throughout the school for example in recording results in science and the interpretation of traffic graphs in geography, and this will help to raise standards even more.

## **SCIENCE**

98. By the end of Year 2 and Year 6, the vast majority of the pupils reach standards, which are in line with those expected nationally. This reflects the most recent National Curriculum assessment results and mirrors the standards found at the time of the last inspection. The great majority of the pupils, including those with special educational needs, make good progress in their acquisition of scientific knowledge, skills and understanding during their time in the school.
99. The youngest pupils demonstrate a developing understanding of how they grow and change and about the similarities and differences between themselves and others. They have a good knowledge of the main parts of the human body and by Year 2, the pupils understand that taking exercise and eating the right types and amounts of food help humans to keep healthy. Although the teaching places much emphasis on helping the pupils to question, observe, record and interpret their findings, aspects of 'fair testing' are under-emphasised in classes of the infant age pupils. Most of the pupils make good progress in developing their knowledge of the properties of materials. They know how to sort and classify materials according to their properties and can categorise objects according to the materials from which they are made. The pupils make good progress in understanding about physical processes. They understand and can identify different light sources and they know there are many kinds of sound and sources of sound. A strong feature of the teaching is the emphasis on accurate recording using a range of charts, diagrams, graphs and drawings, which assist the pupils in presenting their findings in a clear and organised manner. For example, the Year 2 pupils demonstrated their growing understanding of simple series circuits by producing clear explanations and well labelled diagrams incorporating correctly the symbols for the switch, bulb and battery in their electrical circuit.
100. By the age of 11, the pupils convey clearly their scientific understanding using well-presented charts, graphs, diagrams, drawings, and tables. For example, in response to very good teaching, the pupils in Year 5 worked in small groups to investigate changes in their bodies after exercise in a variety of situations. They worked co-operatively recorded their findings with accuracy and presented their conclusions using well-constructed line graphs. The pupils understood the importance of keeping their muscles, heart and lungs strong. They also understood how the heart acts as a pump to circulate the blood through vessels around the body. Most pupils have a good understanding of the nature of solids, liquids and gases and know how to separate mixtures and solutions, such as salt and water. They can explain the processes of evaporation and condensation and know that water exists in different states. By Year 6, the pupils make good progress in understanding reversible and

non-reversible changes. They know that burning materials, such as wood and wax, results in the foundation of new materials and that this change is not usually reversible.

101. Well-planned work in the area of physical processes enables the older pupils to build progressively upon their prior learning. They understand how forces act in different situations and know that forces are measured in Newtons. Most pupils can describe accurately the effects of gravity and friction in various circumstances, such as when objects drop or move across different surfaces. The pupils are helped to develop their skills of scientific enquiry in many situations. For example, the oldest pupils investigated the extent to which different materials muffle sound. They used their growing organisational skills to conduct their experiments, while bearing in mind the principles of 'fair testing' and the importance of making accurate recordings.
102. Since the previous inspection, the quality of the teaching has improved. Far more emphasis is given to the teaching of appropriate scientific vocabulary. This is apparent in the pupils' written work and in their discussions during lessons.
103. Overall, the quality of teaching is good with some examples of very good teaching. Teachers have good scientific knowledge and lessons well planned, organised and resourced so that the pupils have frequent opportunities to engage in appropriate practical activities. The pupils enjoy the experiences and activities provided. For example, in Year 2, a sense of awe and wonder prevailed when some of the pupils used a microscope linked to the class computer screen, to observe the magnificent movements of woodlice they had collected in the school grounds. In this class, good quality reference books were well used by the pupils to extend their knowledge and understanding of a range of mini-beasts.
104. Classroom assistants make a significant contribution to the pupils' progress during lessons, particularly but not exclusively with regards to those pupils with special educational needs. Support staff know the pupils well and teachers ensure these staff members are well briefed. Throughout the school, the teaching strategies employed create a climate that is highly conducive to learning. All staff value the pupils' contributions and make skilful use of pupils' answers and observations to develop their learning. As a result, the pupils are confident and interested in science. They work with much enthusiasm putting in a great deal of intellectual effort. This was reflected in a very well organised Year 2 lesson when the pupils were so absorbed in their mini-beast topic that they worked happily and productively through an afternoon break.
105. Science is well led and managed. Effective assessment procedures help staff to decide the next steps in learning. The planning of the work takes into account the contributions of ICT to support the pupils' learning. In addition, the subject makes an important contribution to the development of the pupils' literacy and numeracy skills. The content of the work meets the requirements of the National Curriculum and the subject contributes effectively towards the aims of the school. The school has established good links with nearby Askham Bryan College and the pupils benefit on occasions from the specialist subject knowledge of some of the staff who work in the school from time to time. Overall, the school makes good provision for all pupils to be included fully in all aspects of the science curriculum.

## **ART AND DESIGN**

106. Due to the timing of the inspection and the school's timetabling arrangements, it was not possible to observe any lessons in the infants. One well taught lesson was observed in a class of older pupils. However, evidence gained from the work on display and other examples of the pupils' previous work indicate that the pupils reach standards appropriate for their age by the end of Year 2 and Year 6. They make satisfactory progress during their time in the school. This represents a similar position to that found at the time of the previous inspection.
107. The pupils use an appropriate range of media and materials to make increasingly complex designs, illustrations and models. For example, some of the younger pupils used their developing skills in colour mixing and drawing techniques to produce good quality work based on the careful observation of pattern in the local environment. Their colour mixing demonstrated good skills in matching their finished work to the subtle shapes of plants, flowers and trees. Their drawings were well proportioned and showed the pupils' developing skills in observing fine detail. The pupils are introduced to the work of famous artists and designers from our own and other cultures. For example, Year 4 pupils produced some good quality, intricate wallpaper designs that were clearly influenced by William Morris.
108. The school now places more emphasis on three-dimensional work than was evident at the time of the last inspection. The Year 6 pupils, for example, demonstrated developing skills and techniques in their display of three-dimensional fish. A good feature of this work was the range of applications and techniques, which they used and the good quality of the finishes they applied creatively to give a sense of individuality to their finished work.
109. The planning of the content of the work meets the requirements of the National Curriculum. The subject is co-ordinated effectively although there is still work to be done in improving assessment strategies so that they inform planning more effectively and raise standards further.

## **DESIGN AND TECHNOLOGY**

110. It was not possible to see any lessons in design and technology because of timetable arrangements but it was possible to come to overall judgements based on an analysis of samples of work, a scrutiny of the co-ordinator's file and through talking to pupils. The standards attained by pupils at the end of Years 2 and 6 are in line with those expected for the pupils' age and pupils throughout the school make good progress. This is similar to the standards seen during the previous inspection and the school has maintained satisfactory progress since then. The programme of work meets fully the requirements of the National Curriculum. All pupils have access to all aspects of the curriculum and the school is successful in ensuring that their needs in terms of gender, ability and background are met fully.
111. Younger pupils study aspects of food technology, make models of "our homes" and use a lever to make a moving picture. These early experiences are carefully discussed with pupils who plan ahead with teachers and later evaluate what they have designed and constructed. This early experience of the design process establishes good design and technology practice throughout the school.
112. Older pupils design sandwiches and make moving junk monsters, make money containers, musical instruments, bread and structures. In all work seen, there is good consideration of the best materials to use and the design method is well used. Older pupils record each stage and include evaluation and improvement stages in

their work. Questions that are considered include purpose, suitability and aesthetics and these help pupils to learn more effectively about thoughtful and creative design that has purpose. This type of activity can be further extended in a simplified version for younger pupils to achieve a more consistent approach to the recording of work in design and technology and this will help to improve standards further.

113. No lessons were seen during the inspection, but discussions with teachers, pupils and a scrutiny of work shows that the planning to teach design and technology is satisfactory. The requirements of the National Curriculum are met and in a Year 5 class the project on making bread was extended to consider what flour and yeast are, where they come from and what part they play in the bread-making process. These links with geography and science help to further pupils' understanding of what they are doing and improve their learning.
114. The management of design and technology is satisfactory. Limited information is shown in the co-ordinator's folder and this is an area that could be improved to ensure that all planning, evaluation and monitoring are fully covered in order to assist planning and developments in the subject.

## **GEOGRAPHY**

115. Standards in geography are broadly in line with what is expected for pupils at the end of Years 2 and 6, and they make good progress. This represents good improvement since the last inspection. Pupils with special educational needs make similar progress to their classmates. During the inspection week three lessons were observed, and samples of pupils' work and the co-ordinator's portfolio of work were examined. The school has adopted the national scheme of work. This is divided into topics and taught throughout the school. The overall programme is based on the recommended national guidance. Teachers plan together and this enables expertise to be shared and for pupils to receive a similar curriculum. Very good attention is paid to covering the content of the programme of study as well as the development of geographical skills.
116. By the end of Year 2 pupils have a good knowledge of the immediate area through guided field walks. They explore and can identify natural features by drawing and describing their route to school. Pupils can express likes and dislikes about the environment and how it might be improved. In a lesson for Year 2 pupils on the features of a seaside, pupils made good use of photographs to identify the physical and human features that characterised this type of locality. All pupils came up with appropriate key words, while the more able were able to categorise these characteristics into natural and human features and to provide an extensive range of key words, including examples such as 'limpet'. Average-attaining pupils identified key words and could distinguish some as natural and human. Lower-attaining pupils were able to provide a shorter list of key describing words. Most pupils however, while they could find a map of the British Isles in the atlas, were unsure of interpreting the colour symbols denoting sea and land. The higher and average-attaining pupils, once their initial difficulties had been overcome, were able to identify the coastline and give examples of seaside towns. They were also able to name the countries that make up the United Kingdom but the average and lower-attaining pupils were not always confident about their location.
117. By the end of Year 6, pupils have a good basic knowledge of continents and oceans of the world as well as the countries and capitals of the United Kingdom. Lower-attaining pupils sometimes confuse the capital with the country. They are aware of

and can explain some environmental dangers, such as acid rain and carbon dioxide emissions and the destruction of the rainforests. In a very good lesson with Year 4 pupils were well prepared to analyse a range of secondary sources to find out about a contrasting locality to their own through a study of Whitby. Resources were well organised and all pupils tackled the activity with great enthusiasm. The teacher had prepared focused questions to give direction to their lines of enquiry and this speeded the pace of learning. Furthermore, when some pupils were getting bogged down into providing too much detail the teacher re-focused them very well. The plenary session was used to very good effect, ensuring that pupils understood the nature of secondary sources. Good links were established with literacy not only in terms of the evident research skills but also with the persuasive writing, which characterises the type of writing in brochures and leaflets. Map work was also well integrated into their study of Whitby when pupils had to find the most direct route to the town on a map. In a good Year 5 lesson, pupils conducted a traffic survey on the main road through Tadcaster. There was very good linkage with developing and consolidating the basic skills of literacy, numeracy and ICT. During the morning, pupils had examined a fictional letter of complaint about a local council's proposed new road. The pupils had altered the tone of the letter to make it a better piece of persuasive writing and at the same time had been made more aware of the distinction between fact and opinion in matters relating to changes in the environment. It was intended to explore further the reality of such issues through the invitation to a police officer to come and talk to the pupils about the impact of traffic on the environment and the range of opinions as to how such problems could be resolved.

118. Teaching is good. Lessons are well planned with interesting activities and a good range of different learning experiences. Teachers vary the composition of partnerships and groups in the class well but there is an over-reliance on teacher input and the outcome of pupils' work as the only means of matching activities to ability. Teachers need to use their knowledge of the pupils to vary resources and related activities to ensure that pupils of all abilities make better progress. Nevertheless, pupils enjoy their lessons and are enthusiastic about contributing their knowledge. Pupils work very well together because classroom routines are well established and the teachers have high expectations of their behaviour.
119. The co-ordinator has a good knowledge of the requirements of the subject. While work in geography is monitored through teachers' planning and through evaluating a sample of pupils' work, the co-ordinator's review is not sufficiently focused on evaluating and raising standards.

## **HISTORY**

120. It was not possible to see any lessons during the course of the inspection week because of the school's timetabling but it was possible to come to a judgement through an examination of pupils' work in books and on displays and through talking to pupils. Standards are broadly in line with those expected by the end of Years 2 and 6, and all pupils, including those with special educational needs, make good progress. This represents a good improvement since the previous inspection when it was found that little attention was paid to developing pupils' analytical skills. The school uses national guidance for planning the teaching, which is enhanced through a very good range visits and visitors to school.
121. In Years 1 and 2, pupils develop an understanding of 'then' and 'now' through topics such as the 'Sea-side in the Past' and the differences between toys now and in the past. In the latter example, pupils were able to identify the features that identified the

toys as newer or older. They made good observations regarding the material they were made from and were able to deduce from these observations differences between then and now. Higher-attaining pupils could place the toys in chronological order, while average-attaining pupils could distinguish very old from very new. Pupils had a satisfactory grasp of the main events of the Great Fire of London and were able to place these accurately in sequence. They could understand the importance of key figures in history such as Florence Nightingale and Mary Seacole.

122. As pupils progress through the school their knowledge deepens. In Year 3, pupils gained a good knowledge of the Ancient Egyptians' belief in the after-life through an examination and interpretation of the sources. They showed a good understanding of the importance of the river Nile in the development of this civilisation. Effective learning is enhanced through the use of artefacts, for example, in the pupils' study of the Ancient Greeks. A good display on the legacy of the Ancient Greeks shows pupils appreciate the impact that ancient civilisations have on our society today. Good use of key questions was made with Year 6 pupils to guide their research on Tudor England, such as 'Who were the Explorers?' and in developing pupils' appreciation that the study of history must account for differing points of view through the comparison of rich and poor and officers and seaman at the time of the Armada.
123. It was not possible to observe any teaching during the course of the week and therefore no judgement about its quality can be made. An examination of pupils' work shows that all are set the same task and there is a need to use assessment information to set work matched to pupil ability. However, in conversation with pupils many identified this subject as one of their favourites.
124. The co-ordinator has just recently acquired responsibility for the subject. She is given an opportunity to review samples of work and planning but the review is insufficiently focused on evaluating and raising standards. Furthermore, while most teachers pay good attention to the need to identify and analyse sources, this is not consistent across the school. However, the subject does make a good contribution to pupils' literacy skills through the retrieval of information from books and the internet and in analytical writing.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

125. Standards in ICT are in line with national expectations for all pupils by the end of Years 2 and 6. All pupils, including those with special educational needs, make good progress during their time at the school. The programme of work meets the requirements of the National Curriculum and ensures that all pupils irrespective of gender, background or ability, have full access to all aspects of ICT in the curriculum. This is despite the continuing problems that the school is experiencing with contractors to get the computer suite installed satisfactorily. Valuable opportunities are created for pupils to extend their ICT skills during work in other subjects. This shows good improvement since the previous inspection.
126. By the end of Year 2, pupils learn how to make choices and know that devices respond to signals and instructions. They are confident in their use of the mouse and use a simple spreadsheet program to enter information about places they have visited. This program automatically builds a graph to show the information and pupils are thereby introduced to appropriate ways of visually presenting data. Pupils in Year 1 learn to use a digital camera and to print their photographs and this gives them confidence in the use of new technology.

127. Older pupils in Year 3 combine graphics and text to create a poster linked to a geography topic of improving the environment. In this way they learn to apply their skills in other subject areas to improve the work they do. Pupils in Year 4 learn to handle data and produce various types of graphs to show their results. In all classes, the skills learned in ICT lessons are applied, where appropriate, in other subject such as English and mathematics to support and extend learning opportunities. Pupils are introduced to word-processing and data handling and the use of spreadsheets in the youngest classes and they build well on their early learning as they move through the school. By Year 6, pupils do good work producing graphs to identify trends and throughout the school there are displays of work that pupils have done using computers in support of their work in various subjects.
128. The school does not yet have the use of a computer suite. Numerous setbacks beyond the school's control have delayed the installation of the equipment and this is making the teaching of ICT difficult. All classes have computers and there is a satisfactory ratio of machines to pupils, but teachers have to teach skills around one machine. The imminent installation of the computer suite will greatly facilitate the teaching of basic skills and this will further help to raise standards. All classes have access to the internet and the school has taken clear steps to ensure that pupils and parents know what is expected when using the internet.
129. Pupils show good levels of interest when they are working with computers. Relationships between pupils are very good and they work well together and maintain a high level of concentration and interest even though they have little opportunity for extended hands-on experience with computers. Pupils with special educational needs make similar progress to other pupils with the support of teachers and support staff.
130. The teaching seen was good or better and in spite of limited opportunities, pupils make good progress and cover the requirements of the national syllabus. In all lessons, teacher knowledge is secure and the pace of lessons is brisk and sufficiently challenging to motivate pupils and help them to learn. The planning of lessons is good and this helps to give good direction to lessons and to pupils' learning.
131. The management of the subject is good. Detailed subject information is maintained by the co-ordinator who has worked hard to support teachers and to raise standards. He has faced numerous setbacks so that the planned programme of improvement is currently almost a year behind schedule. In spite of this the school has succeeded in ensuring that all pupils cover the requirements of the national syllabus.

## **MUSIC**

132. Due to the timing of the inspection and the school's timetabling arrangements, it was not possible to observe any music lessons. However, evidence gained from teacher's planning, video recordings, tapes, assemblies and hymn practice, indicates that by the age of seven and 11, the pupils achieve standards which meet the national expectations. The great majority of the pupils, including those with special educational needs, make satisfactory progress during their time in the school. This represents a similar picture to that found at the time of the last inspection.
133. The pupils enjoy singing hymns both modern and traditional. For example, this was evident during an assembly when the pupils sensitively sang, 'All things bright and beautiful.' They sang clearly and were able to sustain a steady pulse. They knew

how to breathe appropriately so that their singing had shape, was well pitched and had good diction.

134. At other times in the school year, the pupils take part in a variety of events and productions, the highlight being a production written by one of the teachers and performed by the pupils, loosely based on 'Romeo and Juliet' but set in Tadcaster, entitled, 'Trouble Brewing!' Pupils are taught to play a range of percussion and other instruments. Some of the pupils benefit from specialist instrumental teaching, playing such instruments as the keyboard, violin and oboe. As a result, they gain increasing skills playing from staff notation.
135. The co-ordinator has only very recently taken over the role and, as a music specialist, provides support for other colleagues. However, the co-ordinator has no clearly defined monitoring role. The school recognises the need to improve assessment procedures to inform planning more effectively so that standards might be raised further.

## **PHYSICAL EDUCATION**

136. Pupils' attainment at the end of Years 2 and 6 is satisfactory and pupils of all levels of attainment make good progress in most aspects of the subject. The previous inspection judged standards in physical education to be broadly in line with the national standard. Good improvements have taken place since then.
137. The curriculum is broad and balanced and the requirements of the national syllabus are met. Planning is good and there is widespread enthusiasm amongst the staff for teaching physical education. The school goes much further in providing a rich extra-curricular programme that includes gymnastics for all ages, netball, football, cricket and a fitness club. Pupils also participate in local cricket and football leagues, travel to Selby for the netball tournament and to York each year for gymnastics. These opportunities extend pupils' skills and help them to improve their learning and enjoyment of exercise and sport. The school takes care to celebrate the achievements of pupils in assemblies and all pupils show clear pleasure in the achievements of others.
138. A Year 2 class enjoyed a good lesson involving throwing and catching and younger pupils worked with balls of various sizes to learn ball control as they bounced them off objects, caught them and also learned to roll them in a controlled way. There were many activities for pupils to work on improving their skills individually as well as in pairs. Older pupils practised fielding techniques and a variety of running and throwing skills including a very innovative approach to javelin throwing skills using shuttlecocks.
139. Pupils make good progress in swimming, reaching appropriate standards for their ages and levels of attainment. They are confident in the water, demonstrate very good attitudes to their work and behave very responsibly in and around the pool. The pupils demonstrate a very good understanding of water safety. By the end of Year 6 almost all the of the pupils can swim unaided a distance of at least 25 metres.
140. The teaching seen was never less than good and this shows improvement since the previous inspection. Teachers pay close attention to health and safety issues and are careful to remind pupils of these. Pupils are well behaved and lessons show very good teacher control that helps pupils to learn and also to enjoy their activity in a well-planned and safe environment. All pupils are praised for their efforts and less skilful pupils are well supported in all activities. Very good provision is also made for gifted

and talented pupils, for example, by extending the gymnastics club for younger pupils where talent has been identified.

141. The management of physical education is very good. The co-ordinator is experienced in her role and is supported in her efforts by teachers who are enthusiastic about the teaching of the subject. The school is currently applying for the 'Active' Mark in physical education and this shows the high level of commitment to the subject.

## **RELIGIOUS EDUCATION**

142. It was only possible to see one religious education lesson during the course of the inspection week because of timetable restrictions but it was possible to come to a judgement about standards through a scrutiny of pupils' work in books and on display. Standards are broadly in line with those expected of the locally agreed syllabus by the end of Years 2 and 6. Pupils, including those with special educational needs, are making good progress across the school.
143. By the end of Year 2, pupils know and have an understanding of stories from the Christian tradition and other faiths. They recall the stories of Christmas and Easter and begin to apply their knowledge to their own experience when considering the parables of Jesus. They are provided with frequent opportunities for reflection as they consider the impact of their actions and words on others, both in lessons and in assemblies. Higher-attaining pupils are able to provide more depth in their responses while average and lower-attaining pupils can provide sufficient rudimentary responses, for example when they begin to learn about religions such as Hinduism and Judaism.
144. By the end of Year 6, pupils have a deeper understanding of the importance of religion in people's lives. They become increasingly sensitive and reflective about their own behaviour and feelings and those of others. They explore the nature of sacred sites and how religious beliefs can also cause conflict as well as be spiritual focus, such as in Jerusalem. They learn that evidence about religions is not always consistent, for example through contrasting the explanations given in the Gospels. In a Year 4 lesson, for example pupils learned about the work of the Salvation Army. A good discussion followed, focused on why this organisation chose to use the term 'army'. Pupils offered thoughtful ideas such as 'fighting to stop racism' and 'fighting for people's rights'. The teacher complemented this discussion by providing facts about the organisation in an interesting way. When she asked for suggestions as to where pupils might look for more information this elicited a good response. Pupils practised their letter writing skills by framing a letter to be sent to the organisation requesting a visit from one of their representatives. Year 3 pupils produced a timeline showing their lives to the present day and their hopes and aspirations for the future. This showed good reflection on the important elements in their lives. The curriculum is enriched by close links with the local church and visits by the local vicar.
145. As only one lesson was observed, no judgement can be made on the quality of teaching. Pupils enjoy the subject and are open and thoughtful in expressing their ideas. Most importantly they, and their teachers, focus upon the key moral teachings of the world's great faiths and to interpret them into behaviour, values and attitudes relevant to them.
146. The subject co-ordinator provides effective leadership. Planning is reviewed and samples of work examined. There is a need, however, to provide more written work for older pupils and to record their knowledge about different faiths. Nevertheless, the

school does much to broaden the pupils' experiences of a variety of faiths through art work, for example; in work on a triptych; and through visits to places of worship such as a Hindu temple and a synagogue as well as demonstrating belief as a living faith through visitors to the school.