

INSPECTION REPORT

RILLINGTON COMMUNITY PRIMARY SCHOOL

Malton

LEA area: North Yorkshire

Unique reference number: 121458

Headteacher: Mrs H Chaplin

Reporting inspector: Mrs M Fitzpatrick
24326

Dates of inspection: 27 - 30 January 2003

Inspection number: 248262

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: High Street
Rillington
Malton

Postcode: YO17 8LA

Telephone number: 01944 758402

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Appropriate authority: The governing body

Name of chair of governors: Sir Charles Legard

Date of previous inspection: 12th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
24326	Mrs M Fitzpatrick	Registered inspector	English History	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9874	Mr M Milwain	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
18370	Mr K Johnson	Team inspector	Mathematics Information and communication technology Geography Special educational needs Religious education	How good are the curricular and other opportunities offered to pupils?

32263	Mrs C O'Neill	Team inspector	Science Art and design Design and technology Music Physical education Foundation Stage Education inclusion	The provision for pupils' spiritual, moral, social and cultural development
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rillington Primary is smaller than average for this type of school, with 134 pupils on roll between the ages of five and 11, and 16 pupils who attend the Nursery in the mornings. The percentage of pupils eligible for free school meals is about average. There are no pupils with English as an additional language and the school community is made up of pupils from a white European heritage. The percentage of pupils with special educational needs is below the national average. There are no pupils with a statement of special educational need. Most special educational needs are in literacy or numeracy. The school has close links with the local church and the community and is used as a learning centre by the adult community. There has been a steady turn over of staff since the previous inspection and about a third of the staff currently in the school have been appointed in the last two years.

HOW GOOD THE SCHOOL IS

Rillington Primary is a school where pupils achieve well because the teaching is good and they have very good attitudes to learning. Standards in subjects are at the level expected for pupils in this stage. The happy, secure and welcoming atmosphere are hallmarks of the school which the headteacher ensures through her sound leadership. She promotes strong relationships with parents and has clear expectations of good behaviour and hard work. The school is particularly effective in developing high quality relationships and promoting the personal development of its pupils. The school provides satisfactory value for money.

What the school does well

- Pupils achieve well because the quality of teaching is good overall.
- Provision for the Foundation Stage is good and gives children a very positive start to their learning.
- Pupils have very good attitudes to learning; the vast majority behave very well and they work hard in lessons.
- The school promotes very good relationships which give good support to learning.
- The personal development of pupils is very good because of the good provision for their spiritual, moral, social and cultural development.
- The school makes good provision for extra-curricular activities for pupils.
- The school has good links with the community and with other learning institutions which give good support pupils' learning.

What could be improved

- Staff expertise in monitoring and evaluating the work of the school.
- Some aspects of teaching and learning, including the use of assessment.
- The accommodation and organisation of provision for the Foundation Stage and Year 1.
- Some aspects of accommodation.
- Reports to parents.

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 made satisfactory improvement since it was previously inspected in January 1998. There have been improvements to assessment procedures for English, mathematics and science, though further work is needed on the use of assessment by teachers. The school's performance in national tests shows that standards have risen in line with the national trend of improvement. Standards in

information and communication technology have improved and so has teachers' expertise and the resources for teaching the subject. There has been some improvement to the monitoring of teaching and learning but this needs to be further developed to ensure a comprehensive picture of standards in the school and to develop the role and expertise of subject managers. There are plans for this in the current school development plan. Currently the school is in a satisfactory position to improve given the strong support from the governing body and the headteacher's release from a heavy teaching commitment.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	D	E	E
Mathematics	A*	C	C	D
Science	A*	B	C	C

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

Taking all test scores together, in 2002 the performance of pupils in Year 6 was below the national average. This reflects the high proportion of pupils in this year group who had special educational needs, especially in literacy. The progress of these pupils since they were tested when they were seven, was satisfactory in English and in mathematics and science it was good. Girls' performance was better than boys in English and mathematics and the same in science. Over the last three years pupils' performance in the tests has kept pace with the national trend of improvement and results have exceeded the national average in that time. Pupils currently in Year 6 reach average standards in these and most other subjects. In history they exceed the expectation for their age because of very good teaching. In the national tests for seven year-olds in 2002, pupils' performance was well above the national average and the average of similar schools¹ in reading and writing and above the national average in mathematics. This represents good progress since these pupils joined the school. Teachers' assessments in 2002 placed pupils above the national average in science. The pupils currently in Year 2 are in line with the expectations for their age in each of these subjects and in all other subjects except history where they reach better than expected standards for their age. It was not possible to judge standards in art, geography or design and technology in any year group because these subjects were not being taught and there was insufficient written evidence available. Pupils in the Foundation Stage (Nursery and Reception) are in line to reach the expected standard in all of the areas of learning for pupils of this age and to exceed them in their personal and social development. The school has set appropriate targets for Year 6 pupils in the national tests in 2003.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, know they are expected to work hard and they do.
Behaviour, in and out of	Very good. Pupils are polite and considerate towards each other and adults and they understand that this helps them to learn more effectively.

¹ Schools with a similar percentage of pupils who are eligible for free school meals.

classrooms	There are a few pupils whose behaviour requires more effective strategies to help them improve and the school is aware of this.
Personal development and relationships	Very good. Pupils have very good opportunities to develop social skills through paired and group learning activities. They are able to support each other both academically and personally because of this.
Attendance	Above the national average. Pupils enjoy coming to school and are seldom away.

TEACHING AND LEARNING

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

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

The quality of teaching was always at least satisfactory during the inspection. Good teaching overall has been maintained since the previous inspection and there is now more very good teaching, notably in the Foundation Stage and in Years 1 and 2. In these age groups, teachers use their good subject knowledge, and their good understanding of how pupils learn, to plan a suitably challenging range of activities that interest pupils, motivate them to work hard, and help them to achieve well. Teaching is good in Year 3 and in the Year 5/6 class overall, with very good teaching seen in both classes. In the Year 4/5 class teaching is satisfactory, mainly because the new teacher is focussing very much on managing behaviour so that pupils' learning will improve. Teaching in English is very good in Years 1 and 2, because teachers place strong emphasis on the basic skills. Through carefully planned and regular activities pupils quickly learn letter sounds and the strategies for reading and writing. Teaching in English Years 3 to 6 is satisfactory overall, with very good teaching seen in Year 3. Teachers plan interesting activities based on accurate day to day assessment of their pupils and make good use of classroom assistants to support pupils' learning. More use could be made of assessment findings to set targets for the development of pupils' writing skills. Teaching in mathematics is good across the school. Teachers provide good levels of challenge as a result pupils quickly develop mental agility and a good understanding of different aspects of the subject. Teaching in history is enthusiastic and well planned and pupils reach better than expected standards because of this.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, with good provision for extra-curricular activities and for Year 5 and 6 pupils to learn French.
Provision for pupils with special educational needs	Satisfactory. Individual education plans in Years 1 and 2 are good. There is good provision for pupils in the Foundation Stage with a good focus on personal development. Classroom assistants give effective support to pupils. A few pupils need to have individual education plans to support their personal development and behaviour.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; very good provision for the social development of pupils. Pupils' enthusiasm for learning is well nurtured; they are given good opportunities to learn about their own and other cultures and to tolerate and respect the beliefs and feelings of others.
How well the school cares	Satisfactory. There are sound systems in place to ensure the health and

for its pupils	welfare of pupils. Procedures for assessing their academic progress are sound and developing. There is a need to make more use of the findings of assessments to help pupils improve.
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The school has effective links with parents and keeps them informed about their children's progress and what they are learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound. The headteacher and deputy headteacher provide clear direction for improvement. There is a need to improve management procedures through the headteacher's own professional development and that of subject managers. These improvements are included in the school development plan.
How well the governors fulfil their responsibilities	Governors have a good understanding of the school's strengths and weaknesses and are effective in planning for the development of the school. They ensure that all statutory requirements are met.
The school's evaluation of its performance	The school is beginning to track pupils' performance and is aware of how it performs compared with similar schools. It needs to develop monitoring and self evaluation procedures so that all staff are included in the process of school improvement.
The strategic use of resources	Satisfactory overall. The use of teachers and classroom assistant is effective in supporting pupils' progress. The use of rooms and resources for the Foundation Stage and Year 1 could be improved. The school gets sound value in what it does and what it buys.

Accommodation is currently very cramped and there is no office in which the headteacher can work. Resources could be improved in mathematics and in the Foundation Stage. Those for English and information and communication technology are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school and they make good progress. • That the teaching is good and they are kept informed about their children's progress. • That their children are expected to work hard and are supported to become mature. • That the school provides an interesting range of activities outside the classroom. • That the headteacher and staff are approachable. 	<ul style="list-style-type: none"> • Behaviour in the school. • The amount of homework their children are given. • The partnership with parents. • The leadership and management of the school.

Inspectors agree with parents' positive views of the school held by the vast majority of parents. They also agree that the behaviour of a few pupils in one class could be improved and that some aspects of the school's management could be improved. The school is tackling the problem of behaviour by working with the local authority behaviour support team to provide additional support for those pupils who

need it. The inspectors found that partnership with the majority of parents is sound and that the provision for homework is satisfactory in helping children consolidate their learning, though the school could monitor this provision to ensure consistency for pupils in mixed age classes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment when they enter the school varies from year to year. In the current Reception class, children's attainment is about average. By the time these children are in Year 1 they will have reached the Early Learning Goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. In personal, social and emotional development they will exceed the expectation for their age. Learning in the Nursery and Reception classes is good and children achieve well.
2. In the national tests for pupils in Year 2 in 2002, their performance in reading was well above the national average and the average of similar schools. In writing, their performance was very high compared with all schools. In mathematics, pupils' performance was above the national average and the average of similar schools. In these tests, the percentage of pupils reaching the higher level was above the average in reading and mathematics and well above the average in writing. Since the previous inspection, the school's performance in national tests for pupils in Year 2 has exceeded the national average and the trend of improvement has kept pace with the national trend. Girls performed slightly better than boys in reading and writing and about the same as boys in mathematics and science. Teacher assessments of pupils' standards in science in 2002, place the school above the national average for pupils reaching the expected level and well above for those reaching the higher level. These results show that pupils made good progress from the time they joined Year 1.
3. In the national tests for 11 year-olds in 2002, pupils' performance in English was well below the national average and the average for similar schools. In mathematics and science their performance was about the national average. The percentage of pupils reaching the higher level in English was well below the national average, which reflects the small number of higher attaining pupils in this year group. In mathematics and science the percentage reaching the higher level was about the same as the national average. Results in 2002 show a dip in performance on the two previous years and reflect the high proportion of pupils in this year group who had special educational needs, especially in literacy. Taking into account their tests results when they were seven, this group of pupils made satisfactory progress in English and good progress in mathematics and science since then. Over the last three years results have kept pace with the national trend of improvement. Girls have outperformed boys in all of these tests during that time.
4. Standards in English in the current Year 2 and Year 6 are at the expected level in reading and writing and are above the expectation for Year 2 in speaking and listening. Pupils speak confidently and follow instructions and explanations closely so they have good recall of what they have learned. Pupils in Year 2 have good reading strategies because they have been thoroughly taught letter sounds and this helps them pronounce new words as the difficulty of what they read increases. By Year 6 pupils read regularly for information, both on computer screens and from books. For some, reading for pleasure is not so well developed and they have less knowledge of books and authors than is usually found in pupils of this age. Standards in writing are at the expected level for pupils in Year 2. They write simple sentences which are correctly punctuated and sequenced in a sensible order. In Year 6 pupils' writing is also at the expected level. They are able to write for a variety of purposes such as their own

versions of Greek myths or factual descriptions of Greek military equipment. Spelling is a weakness in the writing of older pupils, and handwriting and presentation are in need of improvement throughout the school.

5. In mathematics, standards meet the expectations for pupils in Year 2 and Year 6. Pupils in Year 2 have a good grasp of number. They order numbers to 100 and count in multiples of 2, 5 and 10. In Year 6 have a good understanding of number value up to 1000. They understand decimals and fractions and know standard units of measure. The methods used by teachers ensure that pupils have good mental agility with number and are enthusiastic about the subject. In science pupils reach the expected standard by the end of Year 2 and Year 6. In Year 2 pupils know how to construct an electric circuit and understand what happens when the circuit is broken. Pupils in Year 6 show a thorough understanding of the circulatory system, are able to conduct investigations effectively and to record accurately what they observe. They do not have enough opportunity to develop the skills of deduction by looking at their findings to draw conclusions and this reduces the learning of some.
6. In all subjects, except history and geography, pupils reach the expected standard for their age and they achieve well. It was not possible to judge standards in geography in Year 2 and Year 6 during the inspection because the subject was not being taught and there was no written evidence of pupils' work in the subject in the current school year. In history, in Year 2 and in Year 6, pupils exceed the expected standard, because the teaching is well planned and enthusiastic. Because they are given good opportunities to use their reading skills and to seek reasons for why things were as they were in the past, pupils achieve well and have good recall of what they have learned. In information and communication technology, standards are at the expected level in Year 2 and Year 6. Pupils' skills are improving fast as a result of the new computer suite and the increased expertise and confidence of teachers. Standards in design and technology have improved since the previous inspection because of better planning for progression.
7. Overall, pupils achieve as well as expected in relation to their learning needs and in some lessons progress is good. This is because teachers are careful to plan activities which match their learning needs. Classroom assistants make a good contribution to pupils' learning by forming good relationships and supporting them to sustain their concentration when they work independently.
8. The school has improved standards at the same rate as the national trend of improvement since the time of the previous inspection. It has made significant improvements to pupils' learning and the standards they achieve in information and communication technology in that time. The targets set for Year 6 pupils in the national tests in 2003 reflect the current attainment of these pupils and are likely to be achieved given pupils' very good attitudes to work together with the good teaching they receive.

Pupils' attitudes, values and personal development

9. There is a very good relationship between staff and pupils and between pupils and their peers. This relationship make a good contribution to pupil's learning. In lessons pupils willingly share resources and work well together in pairs and in groups. The building of these relationships and the teaching of other social skills begin in the Nursery where children also learn to become independent. In those few lessons where unacceptable behaviour occurs, it is usually dealt with effectively by the teacher. During the period of the inspection there was no evidence of bullying or any other form of oppressive behaviour. There was one pupil excluded in the previous school year.

10. Pupils have a very good attitude to school and involve themselves fully in lessons. The overall attendance rate for the school is above the national average, reflecting pupils' enthusiasm for school. Pupils discuss their work with adults in a meaningful way, expressing their likes and dislikes clearly and showing sensitivity towards others. For example, in a personal, social and health education lesson pupils in a Year 4/5 class were involved in a discussion about the role of the elderly in the community. They were able to talk about this in relation to their own experiences with the elderly in their family and as neighbours. Many pupils take advantage of the extra curricular activities offered by the school. During one lunchtime, for example, a number of Year 6 pupils were working well together playing computer games, and another group was using a construction kit imaginatively to make an off road vehicle.
11. Through personal social and health education lessons pupils are encouraged to be aware of the effect of their actions on themselves and others. This awareness is further consolidated through their work in subjects such as history, where they successfully learn the effects of individual actions on the lives of others. For instance, in a Year 3 history lesson, pupils were writing about the effect of divorce on the wives of King Henry VIII. Pupil's concern for others is also shown through by the amounts of money raised annually for a variety of charities both local and national.
12. There are opportunities for pupils to take personal responsibility for tasks around school, which they carry out enthusiastically. Year 6 pupils operate the CD player during morning assembly and, in their role as prefects, carry out a range of other tasks throughout the day. Pupils in Years 5 and 6 gain valuable social skills on the annual residential visit to Scarborough, where they live together in a larger group outside of their family.
13. Pupils with special educational needs are well integrated in the life of the school and take part in all activities alongside other pupils. They are well supported to learn in class by the planning of their teachers and the support they get from classroom assistants and their classmates.
14. Pupils' attitudes, values and personal development were seen as a strength of the school at the previous inspection and they remain a positive area of the life of the school.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching and learning is good and no unsatisfactory teaching was seen during the inspection. The quality of teaching and learning continue to be strengths of the school. Standards in teaching have been maintained since the previous inspection despite changes in staffing. Teachers have been supported with in-service training from the local authority and this has helped teachers maintain good standards in their work, especially in the teaching of mathematics.
16. In the Nursery and Reception classes, learning is good and pupils' achieve well because of the teachers' high quality planning that is based on what the children need to learn next. Teachers work closely to ensure that they provide good opportunities for children in both classes. They plan well with the classroom assistants who are highly skilled and form very good relationships with the children.
17. In Years 1 and 2 teaching and learning are also good. This is because both teachers have a very good understanding of how these pupils learn and ensure that they provide

plenty of reinforcement when teaching key skills in English and mathematics. Pupils enjoy this way of learning and find great pleasure in mastering word recognition or number bonds so that they can please their teachers. In a good Year 1 lesson on sound blends, the teacher ensured that all pupils were asked to identify sounds she knew they had already mastered so they were delighted to succeed by answering her questions correctly and were eager to continue learning more. Teachers of these classes have very good relationships with their pupils and these create a strong sense of security in pupils which allows them to volunteer answers and develop their learning through talk. Good explanations and well planned, challenging tasks are other strengths of the teaching in these classes. These motivate pupils strongly, promote very positive attitudes to learning and ensure that they achieve well.

18. Teaching in Years 3 to 6 varies from very good to satisfactory and is satisfactory overall. Teachers plan effectively in all subjects and are aware of which pupils need extra support. However, sometimes teachers do not provide appropriately modified tasks for pupils, and evidence in books shows that lower attaining pupils sometimes do not complete tasks, especially in English and science. Where teaching is very good, as in a Year 6 history lesson, then the pupils are fired with enthusiasm to carry out their own research and are equally eager to share their learning with others during class discussion. Learning in this manner is highly favoured by many of the pupils and in discussion Year 6 pupils they showed good recall of their independent learning.
19. Teaching in English is very good in Years 1 and 2. Teachers have very good strategies for teaching reading and pupils quickly develop into independent readers. Teachers are careful to ensure that pupils read regularly. Consequently they are able to read instructions and for information from an early age. While writing is developed through good teaching of grammar and story structure, handwriting is not so well taught and there needs to be a stronger emphasis by teachers on the quality of presentation in pupils' work. In Year 3 English is very well taught. The teacher has a good knowledge of the subject and places strong emphasis on the development of pupils' vocabulary through shared reading and discussion. In Years 4, 5 and 6 English teaching is sound overall, though meeting the needs of the highest attaining pupils is not always planned. Evidence in books suggests that these pupils are not consistently challenged to reach the highest standards of which they are capable.
20. Teaching and learning in mathematics is good overall. Teachers have good subject knowledge and a good understanding of the National Numeracy Strategy. They are skilled at assessing what pupils know through sharp questioning and they set challenging tasks that develop pupils' enthusiasm for the subject.
21. In science and all other subjects teaching is at least satisfactory, reflecting teachers' sound subject knowledge across the curriculum. In science, teachers provide opportunities for pupils to learn from direct experience by allowing them to investigate ideas for themselves. In a good lesson in Year 1/2, the teacher presented a good challenge for pupils to develop their problem solving skills by asking how they would find lost paper clips in the sand. Their interest in using magnets was extended when they discovered that objects would only 'stick' to one end of the magnet. Higher attaining pupils were prompted by this to look into how magnets work in the reference books that were available. This kind of learning helps pupils retain their new knowledge as well as teaching them the value of working with friends to share learning.
22. In most classes pupils look forward with enthusiasm to lessons because teachers use a variety of activities and a good balance of methods in their teaching. For instance in a Year 3 English lesson, pupils worked together to plot a journey for the characters in the

story they were writing. The teacher had provided a map on which they were to base the journey and pupils relished the opportunity to name places on the map such 'Mountains of Doom', 'Island of Dreams'. Similarly, pupils in a music lesson were engrossed in working on rhythm patterns in poems they were given. They worked with great concentration and enjoyment to identify and clap the rhythms and keep time with each other. When teachers give pupils the opportunity to share their skills and comment on each other's efforts then their interest is increased. In the art and dance lessons in Year 5/6 the sharing of skills through demonstration and explanation helped other pupils improve the standard of their work as well as giving them the opportunity to celebrate the work of others.

23. Pupils with special educational needs are usually taught within smaller groups in the classrooms. Provision for them is good. Teachers and classroom assistants know the pupils well and are sensitive to their needs. Work is carefully prepared to match the pupils' abilities. For example while most pupils in Year 2 were identifying the features of different shapes and counting right angles, others were suitably challenged when identifying triangles and shading them in. The pupils concentrated and worked hard independently of the teacher because they were interested and found the task manageable. Extra literacy support is provided for small groups of pupils and individuals withdrawn from the main English activity. Teaching is well focused on specific targets such as learning a number of key words and pupils progress satisfactorily.
24. The contribution made by classroom assistants is good overall and in some classes it is very good. The learning of pupils with special educational needs is closely linked to the quality of this support and where there is close planning between the class teacher and the classroom assistant then pupils are well supported and make good progress in literacy and numeracy. This is the case in most classes. However, in the Year 4/5 class the classroom assistant is not well enough used to help with the personal development of those pupils with severe behaviour difficulties. In all classes teachers manage pupils' behaviour very well, but more specific strategies would give better support for those pupils in the Year 4/5 class who have severe behaviour problems.
25. Teachers' use a range of informal assessments to track pupils' learning and they make half-termly assessments of pupils' learning in English and mathematics. These teachers give a great deal of information about how well pupils are progressing in their learning. However, that information is not being used well enough to adapt planning to meet pupils' learning needs and therefore the impact on raising standards is less than it could be. For example, the marking of pupils' work is not focused on identifying their strengths and weaknesses and teachers make few attempts to draw a pupils' attention to how he or she might improve. The targets that are currently set for pupils do not always reflect their most pressing learning needs and are often too general for pupils to understand. As a result, pupils are uncertain about how well they are doing and what they need to do to improve. Additionally, when teachers mark pupils' work, they do not indicate when handwriting and presentation are unacceptable or insist on improvement in these areas.
26. The use of homework to consolidate what pupils learn is satisfactory overall. In Years 1, 2 and 3, where pupils are expected to read regularly it has a positive impact on their standards. In Years 4, 5 and 6, there could be more monitoring of pupils' reading habits to ensure that they reinforce the skills they learn in class. However, by the time pupils are in Year 6 there is appropriate emphasis on their developing independence and they are expected to research from books and computers. There is some disparity between

the homework set for Year 5 pupils in different classes and the school should monitor this to ensure parity.

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

27. The school provides a satisfactory curriculum which enables pupils to achieve well. Since the last inspection, issues surrounding the overall balance of the curriculum have been dealt with successfully. Appropriate time is allocated to subjects with an appropriate emphasis on literacy and numeracy. Lesson time has been increased for pupils in Years 3 to 6 and is now in line with the nationally recommended hours. National subject guidance, including the national frameworks for numeracy and literacy now provide a sound basis for planning programmes of work. Religious education is planned in accordance with the locally agreed syllabus. A particularly notable improvement is in the provision of information communication technology (ICT). The installation of an ICT suite combined with training for staff is having a positive effect on standards and progress in the subject. The use of time for numeracy and literacy lessons during the morning sessions is not the most effective since too much time is allocated for each subject. The school recognises this and it is currently examining other models to find a more productive solution.
28. Subject guidance is used thoughtfully as a basis for termly planning. Pupils are provided with relevant and worthwhile experiences as a result. However, where there are classes with more than one age group, teachers do not plan together to ensure similar learning experiences. Consequently opportunities to strengthen planning by sharing experiences and expertise are missed.
29. The quality of learning experiences provided for children in the Foundation Stage is good. However, the combining of Year 1 and the Reception class means that Reception children miss out on some outdoor activities and do not have access to all of the resources available to Nursery children. Children make particularly good progress in the area of personal, social and emotional development. This helps them to become confident and curious learners. Relevant experiences in all recommended areas of learning ensure a good start to their education.
30. The national Numeracy and Literacy strategies are fully embedded in the school's curriculum and satisfactorily promote pupils' learning of basic skills. Letter sounds are taught systematically in the Foundation Stage providing a good springboard for early reading skills. There are good opportunities for speaking and listening, which enable pupils to express ideas clearly and confidently. However, there are too few planned opportunities for extended writing in subjects other than English so pupils are not able to practise fully their literacy skills such as using technical or subject-specific language. Pupils' skills in mental and written calculations are sound. They show good mental agility when solving problems and learn multiplication tables well. The use of mathematical skills in other subjects is weak, because teachers do not plan opportunities well enough.
31. Provision for personal, social and health education is satisfactory. Pupils learn about their own growth and development within the context of the science curriculum. They are made aware of the possible harmful effects of drugs and the school nurses talk to pupils in Year 6 about the changes which occur during puberty. The school uses published materials which satisfactorily deal with aspects of personal development and citizenship. Time is allocated to class discussion during which social and moral issues can be explored further.

32. Provision for pupils on the school's register for special educational needs is satisfactory overall and pupils are included in all aspects of the curriculum both in and out of the classroom. Individual plans for pupils in Years 1 and 2 are good. They provide a clear step by step approach in the teaching of basic skills. There is good provision in the Foundation stage which focuses strongly on personal development needs. Pupils in Years 3 to 6 receive positive help within small groups and through individual tuition which deals mainly with literacy skills such as spelling, vocabulary and writing. Classroom assistants also work effectively alongside teachers to give valuable extra support during lessons. However, individual education plans do not adequately address the needs of a number of pupils who have personal and emotional difficulties. Although the school and parents have a behaviour agreement about the targets for pupils' behaviour, pupils are not given enough help to manage their own personal development and subsequently improve their management of their behaviour. Currently individual education plans for pupils with special needs in behaviour and emotional development are not in line with the school's policy for special educational needs.
33. The curriculum is enriched by a good range of activities outside of lessons. Sports opportunities include table tennis, rounders and soccer. There are also clubs for sewing and knitting and 'keep fit', as well as for pupils to use ICT and to play the recorder. Pupils in Years 5 and 6 visit a residential centre near Scarborough where experiences include a coastal study and drama at the town's theatre. The local environment is used well and visits to places of interest as well as visitors to school, enhance pupils' learning experiences. A further enrichment to the curriculum of Year 5 and 6 pupils is the provision of weekly French lessons. These lessons are taught by a parent, who is a native French speaker. The quality of the provision is good and pupils are developing good levels of confidence as well as a sound vocabulary.
34. The school develops effective links with the community and partner institutions. Pupils benefit from visits to the feeder secondary school, which organises induction events such as sports and 'French days'. There are also curriculum links through science and physical education, which prepare pupils well for the next phase of education. The school welcomes students from local Further Education colleges as well as those undergoing initial teacher training.
35. A successful Business Partnership link enabled pupils to visit the site of the Malton flood defences while they were being constructed. This gave the pupils good insight into the effects of flooding on the local ecology and community. Pupils have been successful in competitions organised by local industry and take part in community events such as Christmas and harvest celebrations, and singing to raise money for charitable organisations.
36. The provision made for pupils' spiritual, moral, social and cultural development has improved since the previous inspection and is now good overall. It is well promoted through the school's positive ethos.
37. The provision made for pupils' spiritual development is good. Pupils are encouraged to reflect on the meanings of prayers and hymns and understand how beliefs and values shape the way people think and behave. The daily act of collective worship is consistently good. Care is taken to set the right atmosphere for quiet reflection through the use of music. Visitors to school, such as the local vicar and lay preacher, are chosen to contribute to pupils' spiritual development. Through whole school assemblies and the teaching of religious education children learn that Christians

believe Jesus was the light of the world and, in their study of other religions, such as Hinduism and Judaism, teachers explain how light is used as a symbol of faith. Younger children are taught about the people who help them in school and are encouraged to give thanks for helpers, families and friends. Older pupils are read the story of the Prodigal Son and as a result they learn about forgiveness and relate examples of their own lives.

38. The provision made for pupils' moral development is good. From the time they enter the Nursery pupils are taught to respect themselves, their school and each other. The school has adopted a behaviour policy that pupils have contributed to and in some classes they have helped devise the classroom rules. Pupils know what is expected of them and, in the main, they respond well. They learn right from wrong and are encouraged to develop responsible and considerate attitudes to others. For example, through the 'Waste Watch' assembly, pupils reflected on the need for every one to be responsible for protecting the environment.
39. Pupils are taught to be courteous and polite. The school staff set good examples in the way they relate to pupils and one another. Regular lessons in personal and social education and 'circle time' activities ensure that pupils perceive right and wrong. The expectations of the school are made clear to parents and the majority of them work in partnership with the school to promote values of honesty, fairness and respect for one another.
40. The school makes very good provision for the social development of pupils. This is a strength of the school, as it was at the time of the previous inspection. When children are admitted to the Nursery they are taught to play with one another and share the resources and equipment. They are encouraged to take some responsibility for their own learning and for tidying away resources. Children are expected to listen politely to each other as well as to the adults and other class visitors. The curriculum is carefully planned to give pupils many opportunities to work with others either in pairs or small groups. This helps pupils to negotiate and collaborate with others and they become highly successful in co-operating with their classmates, organising themselves and their equipment very well.
41. Pupils are taught to take pride in their achievements and those of others. This was seen in the genuine pleasure a boy in the Reception class showed when he finished his weaving. Pupils are encouraged to take responsibility for jobs around the school and in their own classrooms, such as organising the music for assemblies or older pupils putting out apparatus in the gym for younger pupils to use. The school involves pupils in raising funds for charities which helps them to develop a sense of citizenship. The annual residential visit for older pupils is a most valuable opportunity for pupils to become more confident in their dealings with adults and pupils from other schools. Dining with members of the public helps pupils to be sensitive to the needs of others.
42. The provision made for pupils' cultural development is good. Pupils are taught to take a pride in themselves and their own area. The school makes good use of environmental visits, for example to York Minster, to promote the cultural awareness. In geography lessons pupils learn about their own locality and contrast that with others. Visitors to school, for example the governor who demonstrated spinning sheep's wool, help pupils to learn about their local culture. Other visitors to school help pupils to learn about different music cultures. For example, a South African drummer and dancer and an Indian mother who demonstrated Indian music and clothing. A French mother of a child in school, provides an excellent opportunity for older pupils to learn French. The school

has a policy for teaching pupils about racial equality, but arrangements for teaching have not yet been formalised.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school has policies and procedures in place to ensure the satisfactory welfare of its pupils. School visits are well planned and a member of staff carries out a risk assessment before each visit. Suitable procedures for child protection are in place, and there are trained first aiders on the school staff. The school buildings are clean and bright although the shortage of storage space is evident in some areas with the result that some teaching spaces are cramped.
44. Pupil's personal development is well supported, and teachers' expectations are clear. The prefect system gives pupils in Year 6 the opportunity to exercise their independence and to learn to take responsibility. The additional help given by classroom support staff enables pupils to develop a degree of independent learning. The monitoring of pupils' personal development is satisfactory, however no personal targets are set for pupils who have behavioural problems to guide their future development. Teachers know their pupils and pupils' needs and religious beliefs are dealt with sensitively.
45. The "cloud" system of rewards and sanctions enables pupils to see daily the effects on themselves of both good and poor behaviour. The result is that overall the behaviour of pupils in school is very good. There is a consistent application of the behaviour policy throughout the school. Pupils are appropriately praised in lessons, and they are well aware of the school rules and of teacher's expectations.
46. Registration is carried out efficiently at the start of both morning and afternoon sessions and registers are clearly marked. Pupil's attendance is monitored by the teaching staff and when patterns of unexplained absence occur the school enlists the assistance of the Education Welfare Officer to investigate the problem.
47. Teachers and classroom assistants know the pupils well and provide good support for learning. Pupils' achievements are recorded as they make progress in developing basic knowledge and understanding of language and number skills. Monitoring overall is better for children in the Foundation Stage and in Years 1 and 2 because individual targets are more specific than those for pupils in the older classes. This is particularly true of targets for personal development where strategies for pupils to use to improve their own development are not clearly identified.
48. The school has satisfactory procedures for assessing pupils' academic progress in English, mathematics and science. While teachers assess pupils' attainment in these subjects regularly, they do not always use the information from these assessments to identify what they need to teach next to help raise standards for pupils improve or to fill gaps in their knowledge and understanding. They do not make use of these assessments to track each pupils' rate of progress term by term, but over the year. In other subjects the school is considering a number of methods of recording pupils' learning and progress and intends to come to agreement on these by the end of the current school year. Since some assessments are made at the end of topics they provide no guidance for teachers to alter the work set for pupils to ensure they are all making the best progress. The overall picture is that while assessment procedures are in place, the school is not making satisfactory use of the information it gains from assessment to help pupils improve as well as they might. With more careful planning

for the use of assessment there would be a better impact on pupils' learning from the work that teachers already do.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. At the previous inspection this aspect of the school was considered to be a strength. The results of the pre inspection questionnaire to parents and the comments made at the parents' meeting indicate that parent's views of the school remain positive. Most parents agree that their children like school and are expected to work hard. They value the good teaching and the way the school is helping their children to develop mature attitudes and accept responsibility. They appreciate the range of activities that take place outside of the classroom, especially school clubs and teams. The inspection endorses these positive views. The areas of school life which attracted most criticism for parents were the amount of homework children are given and the behaviour in the school. The inspection found that homework provision was satisfactory overall, though some Year 5 pupils may not have as much as others in a different class and the school should monitor this. Inspection findings endorse that the behaviour of a few pupils is unsatisfactory and has a negative impact in some lessons. The school has already taken action on this and has enlisted the support of the local authority behaviour support team to help with the problem.
50. Parents have formal opportunities in the autumn and summer terms to discuss their child's progress with the teachers. They are also free to discuss any problems or concerns with staff at any other convenient time. Annual reports on pupils' progress are issued to parents prior to the final parents evening of the year. These reports do not give parents sufficient information on what their children know and can do in the foundation subjects. There is no indication in the reports of targets to guide pupils' future progress, and there is no opportunity for parents to make a written comment on the reports.
51. The school contacts parents of children with special educational needs about their children's progress as soon as concerns arise. Parents are invited to contribute to discussion about individual education plans. There are also meetings attended by parents and pupils to discuss expectations for personal development. Overall communication with parents is satisfactory though not all parents feel that their children's needs are being dealt with adequately.
52. Some parents provide practical help in the classroom and through lunchtime or after school clubs. These clubs and other extra-curricular activities are popular with pupils. During the inspection a parent was seen at lunchtime helping a group of pupils, who were using computers to produce a school magazine, to type up and illustrate their articles. They were enthusiastic about what they were doing despite the counter attraction of fresh snow on the school field. A number of parents also help with school visits in particular the annual residential visit to Scarborough. The "Friends of the School" parent teacher organisation raises funds to provide useful resources for the school. These add to the quality of the education provided for the pupils.
53. The school has a well-produced prospectus that provides helpful information about the school. Regular termly newsletters and 'flyers' keep parents informed about forthcoming events. Some curriculum related evenings are held for parents, for instance to explain the standard assessment tests, these give parents an opportunity to learn more about how their children are being taught.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher provides sound leadership for the development of the school. Since the previous inspection she has continued to carry a considerable teaching responsibility and this has reduced the amount of time she has had for monitoring and developing the work of the school. Nevertheless, she has ensured that the school has made satisfactory improvement since then and that pupils' progress has been at least satisfactory and in some cases good. Standards in subjects have been maintained and so has the good quality of teaching. She has continued to promote the school's strong ethos of caring and personal responsibility well. The high standards found in these areas of pupils' development at the previous inspection have been maintained. The headteacher has recently ceased to have responsibility for a class and currently has only a small commitment to literacy support. This creates the opportunity for her to develop her own managerial skills and to develop the process of monitoring the work of the school. These are much needed developments given the recent changes in staffing in the school and the headteacher's hitherto limited opportunities to gain an overview of the work of the school.
55. While the headteacher has delegated responsibility to colleagues for managing subjects, the role of subject managers is not fully developed. Many are new to the role and while they are willing to support the development of the school, as yet they have only a limited role in monitoring the standards of pupils' work and the quality of provision. The result is that the senior management team of the headteacher and deputy, do not have as detailed a picture of strengths and weaknesses in the school as they could have. The school development plan identifies training to enable subject managers to improve their expertise in monitoring teaching and learning as a priority for this year. Currently there is monitoring of standards and teaching and learning in English, mathematics and science. However, these activities occur only once a year, each in one of the three terms and the school is currently reviewing this arrangement to gain a fuller picture of provision.
56. The provision for special educational needs is managed satisfactorily. Records are kept in order and confidentiality is maintained. There is a clear policy for special educational needs which fully reflects the expectations of the revised Code of Practice. However, some individual education plans do not adhere to the policy's recommendations because the targets in them are not specific enough to support learning. The manager of special educational needs is very active in seeking appropriate help and support for pupils from outside agencies. Strengths of the leadership are the in-depth knowledge of the pupils, a deep sensitivity to pupils' individual circumstances and a strong commitment to their progress as individuals.
57. The governors' knowledge of the strengths and weaknesses of the school is good. They have recently taken action to release the headteacher from teaching responsibilities so that she can improve her knowledge of the strengths and weaknesses of the school and focus on the development of teaching, learning and the curriculum. Governors have been closely involved in the strategic planning of key developments such as the improvements to ICT provision and extensions to the building. They fully understand the restrictions imposed by the lack of space in the school, particularly with respect to an office for the headteacher and have improvements to this aspect of the school as one of the current priorities. Governors ensure that financial planning is based on a long term view, and that spending decisions are based on the school's policies. One result of this is that they have sought to ensure the current staffing levels when there are slight dips in the school's numbers. They ensure that all statutory requirements are met.

58. The school has an appropriate number of teachers with an appropriate balance of subject expertise and experience. There is a good allocation of classroom support assistants to support pupils' learning in all classes each morning. The provision for additional support in the Nursery and in Reception/Year 1 is generous and of very good quality. Up to now classroom assistants have not been involved in supporting pupils who have severe behavioural difficulties. The work of all classroom assistants makes a good contribution to pupils' learning. Opportunities for professional development for teachers are linked to the school's priorities and support teachers in their work to raise standards. The school's arrangements for the induction of new teachers is sound as are its procedures for performance management. Each teacher has a set of targets relating to raising pupils' standards and for leading improvements in subjects for which they have responsibility. These targets link to the school's priorities and ensure that the work of teachers is measurable in term of moving the school forward.
59. The school's accommodation is unsatisfactory in a number of areas. Firstly, the headteacher has no designated office in which to work or to meet parents and visitors. This gives rise to problems of storage of school and confidential pupil documents, some of which are currently located in a number of inappropriate places and are often difficult to access. The current provision for the Nursery class is inadequate, lacking as it does the amenities for washing as well as toilets for the youngest pupils. The provision for the Foundation Stage children who are in the Reception class and share a room with Year 1 pupils is also unsatisfactory because there is no provision for outdoor learning for them. The use of display to support pupils' learning varies from class to class and could be more attractive. The current Year 4/5 classroom is an awkward shape and does not lend itself to whole class teaching. The school is keen to address these issues, evidence of which is in the plans already underway for building projects.
60. Resources for learning are satisfactory overall though it is uneven and in some subjects lack of resources restricts what teachers can do. In mathematics more resources for practical activities would be beneficial. In English and information and communication technology resources are good and are used well to support learning. In the Foundation Stage while they are satisfactory overall, there are only limited outdoor facilities and materials from which children can learn.
61. The school's financial planning is good. The current surplus, some of which came about through the provision of a grant from Community Education to fund the new set of computers, is earmarked in the current development plan for specific projects. Spending and budget projections show that the current surplus will be used in the next school year, bringing the school's budget into balance. Day to day administration in the school is of good quality ensuring that the school functions effectively. Taking into account standards and the overall quality of provision the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to continue to raise standards and improve the school further, the headteacher, staff and governors should:

- (1) Improve staff expertise in monitoring and evaluating the work of the school by:
 - providing professional development for the headteacher in school evaluation procedures;
 - ensuring regular and rigorous monitoring of the work of the school by the headteacher and the subject managers;
 - developing the role and expertise of subject managers so that they are able to effectively support the development of the school;
 - agreeing an annual schedule of when these activities will happen.
(paragraphs 55, 94, 102, 115, 119, 126, 131, 136, 143, 148)

- (2) Improve aspects of teaching and learning by:
 - making better use of assessment findings to set targets to raise standards for pupils;
 - improving marking so that it becomes evaluative and informs pupils of their strengths as well as what they need to do to improve;
 - developing strategies for the management of pupils with severe behavioural problems to help them to learn to manage their own behaviour more effectively;
 - providing individual education plans for the personal development of those pupils who have severe behaviour problems.
(paragraphs 23, 24, 31, 44, 100, 106)

- (3) Improve the arrangements and organisation of provision for the Foundation Stage and Year 1 by:
 - extending the use of the good planning and expertise already provided for the Nursery class to the Reception;
 - improving the use of teacher's skills and expertise in Year 1 so that she can focus specifically on the needs of children in this phase;
 - ensuring that Reception class children benefit from the facilities that are available to children in the Nursery children and provide adequate space for Foundation Stage teaching and learning.
(paragraphs 28, 59, 85)

- (4) Improve accommodation to provide:
 - an office for the headteacher;
 - a more effective space for teaching and learning in the Year 4/5 class;
 - better outdoor learning facilities for children in the Foundation Stage.
(paragraphs 59, 85)

- (5) Improve reports to parents on their children's progress to include information on their children's learning in the foundation subjects, to set targets for children's learning and to give parents the opportunity to make a written comment about their children's reports.
(paragraph 50)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

41

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

23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	16	15	0	0	0
Percentage	0	24	39	37	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	8	134
Number of full-time pupils known to be eligible for free school meals	0	8

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	24

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	12
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	4.6

Unauthorised absence

	%
School data	0.4

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	10	13	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	13	13	12
	Total	22	23	22
Percentage of pupils at NC level 2 or above	School	96 (82)	100 (82)	96 (88)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	13	12	12
	Total	22	21	21
Percentage of pupils at NC level 2 or above	School	96 (82)	91 (82)	91 (76)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	7	5	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	10	11
Percentage of pupils at NC level 4 or above	School	75 (89)	83 (79)	92 (84)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	9	11
Percentage of pupils at NC level 4 or above	School	75 (89)	75 (84)	92 (89)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. The number of girls and boys as individual groups is small so their results have been omitted from the table. The results of the group as a whole (girls and boys together) have been included.

Results in English have been adjusted following the detection of a clerical error. One more pupil achieved Level 4 bringing the school's overall percentage for English to 75% which is in line with the national average.

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	109	3	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

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	18
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	85

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	7
Total number of education support staff	1
Total aggregate hours worked per week	17.5

Financial year	2001-2002
	£
Total income	348,942
Total expenditure	331,443
Expenditure per pupil	2,286
Balance brought forward from previous year	49,484
Balance carried forward to next year	66,983

Number of pupils per FTE adult	7
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	122
Number of questionnaires returned	30

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	47	3	0	0
My child is making good progress in school.	57	40	3	0	0
Behaviour in the school is good.	33	57	10	0	0
My child gets the right amount of work to do at home.	30	43	17	7	3
The teaching is good.	57	40	0	0	3
I am kept well informed about how my child is getting on.	57	40	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	23	3	7	0
The school expects my child to work hard and achieve his or her best.	60	37	0	0	3
The school works closely with parents.	47	37	10	0	7
The school is well led and managed.	57	30	0	10	3
The school is helping my child become mature and responsible.	53	37	7	0	3
The school provides an interesting range of activities outside lessons.	47	43	7	0	3

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. Children under four attend the Nursery part-time. Children are admitted full-time into the Reception class twice in the school year, usually in the term following their fourth birthday, but also dependent upon their needs and abilities.
64. The attainment of children entering the Reception class is typical for their age in physical, mathematical, creative, communication, language and literacy development, and in knowledge and understanding of the world. Children's personal, social and emotional development is above the expectations for that age.

Personal, Social and Emotional Development

65. Personal, social and emotional development is a strong feature of all the activities planned in the Foundation Stage and by the time they leave the Nursery class children are very well on their way to meeting the Early Learning Goals in this area of development. With very good support and guidance, children settle quickly into the Nursery's routines and begin to develop a relationship with adults. Children are confident when separating from parents and carers. The teaching staff are skilled at explaining instructions clearly so that children know exactly what is expected of them. As a result, children quickly become independent and are confident to try out new activities. Children are encouraged to work together, help each other and share equipment. For example, whilst exploring the feel of shaving foam in the water tray, one child held the can so that another could press the nozzle to release more foam. Children quickly show initiative in doing things for themselves. For example, getting their own milk and biscuit at snack time and going out of the Nursery to the toilet on their own. Teaching is good in this area of learning and teachers plan activities that are relevant to the different ages of children in each class. This helps children gain in confidence and self-esteem.
66. Much of this confident behaviour results from the very good relationships between adults and children and from interesting and enjoyable activities that allow children to make good progress towards the Early Learning Goals. The high levels of good behaviour, positive attitudes towards learning and very good social development, established by committed staff during the Foundation Stage, have a continuing impact on pupils' good behaviour and positive attitudes throughout the school.

Communication, Language and Literacy

67. When they start in the Nursery, most children have the language and literacy skills that are expected for their age. Good teaching ensures that by the end of the Reception year, children have achieved many of the early skills in speaking, listening, reading and writing and a number of the most able children are working towards the first levels of the National Curriculum.
68. In the Nursery, staff promote the development of language in everything they do. For example they talk to children when they are playing with the farm in the small world area of the Nursery, modelling clear speech and correct grammar. The teacher, nursery nurses and other adults never miss an opportunity to engage children in conversation about their work or themselves. They use technical language to widen children's vocabulary. For example, the teacher encouraged children to describe the

properties of different shapes and name the shapes inside her 'feely bag' from their description. As a result children quickly learn the correct names for the shapes, for example, triangles, circles, rectangles and squares. This promotes their mathematical learning well.

69. In the Reception class, children are encouraged to use an ever increasing vocabulary to explain and clarify their thinking and ideas. For example, when predicting which of the paper bags would hold the heaviest weight the teacher encouraged children to explain why they made the predications they did. As a result children are able to give clear explanations 'tissue is too soft and thin, it will split', 'newspaper might work because it is thick.'
70. Children in both Nursery and Reception classes enjoy an increasing range of books, stories and rhymes and they are in line to achieve the Early Learning Goals in this area by the end of the Reception year. The teachers are very good at modelling expressive story telling and reading to create tension in stories. For example, the teacher's skilled retelling of the Three Billy Goats Gruff resulted in children huddling together in anticipation of the arrival, in the story, of the ugly troll. Children could predict what was likely to happen next and retell the story, in their own words, changing the ending to include their own original ideas.
71. Children in the Nursery class draw and paint sometimes giving meaning to marks. The teachers plan some opportunities for them to write. For example, taking a customers order in the café role play area of the Nursery. As a result children begin to use writing as a way of recording and hold a pen or pencil appropriately.
72. In the Reception class, children often write on top of, or underneath, an adult's writing. This restricts the children's opportunities to write independently. Classroom displays do not celebrate children's writing achievements. By the end of the Reception year children can write their own name, form recognisable letters and some can write simple sentences.

Mathematical Development

73. Carefully planned activities and daily opportunities to count and use mathematical language help children in the Foundation Stage make good progress in recognising numbers, counting one by one, and using addition and subtraction. As a result, they achieve many of the Early Learning Goals in mathematical development and the most able are already working towards the first level of the National Curriculum when they leave the Reception class. In the Nursery and Reception classes teachers ensure children have opportunities to count and look at numbers every day. This is often done through number rhymes and songs, which children enjoy tremendously. For example, children sing 'Five Little Speckled Frogs' enthusiastically in the Nursery, predicting how many frogs will be left each time as one jumps into the pool. As a result children learn that totals become smaller as numbers are taken away.
74. In the Reception class children begin to record their mathematical work as number sentences. They count on and back on a number line in the classroom to work out how many children are present in class each day, marking the number with a frog. Alongside these activities, when children are in small groups, teachers also plan other activities that help children gain an understanding of shape and measurement. For example, in the Nursery, children guessed which shape was hidden in the teacher's 'feely bag' from the description of its properties.

75. Teaching is good and sometimes very good. It is based on practical activities which promote and extend children's mathematical vocabulary. In the Nursery they learn to use words such as 'full' and 'empty' or 'longer than' and 'shorter than', as they play with containers and toys in the sand and water. In the Reception class the teacher helps children to widen their mathematical vocabulary by asking them to talk about the size, weight and shape of bags to carry toys in for the class toy shop.

Knowledge and Understanding of the World

76. When they start Nursery, children's experience beyond the home varies. Some have a wide knowledge of the area and have travelled with parents, others are less confident and have a more limited understanding. However, good and sometimes very good teaching, that is typified by high expectations and well-planned and interesting activities, ensures children have a sound knowledge of a range of topics by the end of their time in the Reception class. In the Nursery and Reception classes, teachers use practical activities effectively to support children's learning and most children reach the Early Learning Goals in their knowledge and understanding of the world, by the end of the Reception year. A few children are achieving the first level of the National Curriculum by the time they leave the Reception class.
77. In the Nursery, teachers plan a very wide range of opportunities for children to bake and cook. For example, children learn how to wash, peel and chop potatoes to make their own chips. They learn important hygiene lessons and develop their ability to control sharp knives when they chop the vegetables to make soup. As a result children can manipulate cutting objects safely in the Nursery and can describe how to prepare soup in the café area of the classroom. Reception children have more limited opportunities to cook and bake.
78. Teachers plan an excellent range of visits to places of interest, which broadens and enriches the curriculum. In addition teachers invite visitors into school to talk about their work, interests and experiences. As a result children are confident and articulate in speaking to and questioning people other than those who are well known to them. For example, children in the Nursery and Reception classes were genuinely curious about how the school governor was able to spin wool on her spinning wheel. They asked pertinent questions about collecting the wool and washing it. For example 'Where do you get all the sheep's wool from?' and 'How long does it take to wash it clean?' As a result children deepen their knowledge and understanding of the world. Children in both Nursery and Reception classes have good opportunities to use computers. This is an improvement since the previous inspection. As a result of carefully planned activities and carefully selected software programs children quickly learn to control a mouse and how to use competently a simple program on the computer, for example 'Tizzy's Toybox.'

Physical Development

79. Good teaching helps children gain a sense of co-ordination and balance in their play and movement. They quickly master the skills of handling small tools such as paintbrushes, pencils and scissors in their work. Children make good progress during their time in the Foundation Stage and standards are at the levels expected for their age by the end of the Reception class.
80. Teachers plan opportunities for children to develop physical skills and strength indoors but make limited use of the outdoor learning environment to help children practise their skills in a larger space. In the Nursery children are helped to become independent in

dressing and undressing themselves for gymnastics, in the hall. Teachers use praise effectively to encourage children to manage their own fastenings on clothes. As a result most children are very good at dealing with zips, buttons, and shoes and they take care to fold clothes and arrange them in a neat pile.

81. Teachers in both Nursery and Reception classes help children to develop physical skills by planning good and very good gymnastics lessons in the school hall. Teachers demonstrate moves for children, and use other children to demonstrate their own moves, which helps all children to execute simple gymnastic movements safely. Teachers plan good lessons using large apparatus such as ropes, boxes, balance beams. As a result children learn increasing control and balance, using a range of equipment. They develop good spatial awareness. For example, Nursery children move into a space, of their own, in the hall, ready for the lesson to begin.
82. Teachers also teach skills such as cutting and gluing, to help children gain fine control. As a result, by the end of the Reception class, most children are adept at using pencils, scissors, crayons and paintbrushes, as well as completing jigsaw puzzles, building with construction toys, pouring water into containers and rolling and cutting dough.

Creative Development

83. Good teaching ensures that children in the Foundation Stage make good progress in creative development. By the end of the Reception class most children have met and some have exceeded the Early Learning Goals in this area of their development. Teachers plan many activities for children to explore colour, texture and shape and ensure that children are taught skills such as mixing paint. Using these skills, children in the Nursery paint pictures of themselves that are vibrant with life and colour, and include details of hair, smiles and fingers. Good teaching, and the teachers' careful provision of appropriate resources, helps children make choices about which colours and textures to use. For example, in the Nursery class children carefully selected the appropriate fabrics and wool when making collage pictures of their mummies and daddies. In the Reception class children extend their knowledge of colour and textiles as they learn to weave using a range of materials including ribbons, fabric, feathers and pipe-cleaners. By the end of the Reception class children have achieved many of the skills and knowledge expected for their age and their drawings have become increasingly detailed. Children are taught to hold percussion instruments properly and they learn the words and actions of a range of traditional songs and rhymes. In the Reception class children clap out a rhythm and most sing tunefully. Children enjoy making music and join in songs and rhymes enthusiastically.
84. The leadership and management of the Foundation Stage has improved since the previous inspection and is now good. The lack of space and running water in the Nursery restricts the breadth and balance of the curriculum. In both Nursery and Reception classes little use is made of the outdoor learning environment, which limits the progress children can make.
85. The quality of provision for children in the Foundation Stage represents a significant improvement since the previous inspection and the school is very well placed to continue to improve this provision under the leadership of the relatively new co-ordinator.

ENGLISH

86. Pupils in Year 2 achieved results in the 2002 national tests in reading that were well above the national average. In writing their results were very high, with every pupil reaching at least the expected level for their age. Pupils in Year 6 achieved well below the national average in the national tests in English. Their results mark satisfactory progress from their attainment when they were seven and reflect the number of pupils with special educational needs in the small cohort who sat the tests.
87. Pupils currently in Year 2 are achieving standards above the expectation for their age in speaking and listening. All pupils speak clearly and confidently. They enjoy following the teacher's explanations and instructions and answering questions. They often volunteer their own ideas and in a discussion observed were able to give very good explanations for why Florence Nightingale had gone to the hospital at Scutari. Their good speaking and listening skills make a strong contribution to their learning, allowing them to recall what they have learned and to develop their understanding through talk. Pupils' reading is at the level expected for their age. They have good strategies for reading because these have been well taught from the time they joined the school. Pupils are given good opportunities to use their reading in class, as well as reading regularly at home and this reinforces their skills and increases their confidence. The result is that pupils read with good understanding and follow instructions accurately for activities in print which helps them to develop independence in their learning.
88. Standards in writing are at the expected level for the majority of pupils in Year 2, with a few pupils reaching the higher level. Pupils write simple sentences that are correctly punctuated and higher attaining pupils use speech marks correctly in their writing. Pupils have good opportunities to write for different purposes such as their own versions of traditional tales, news accounts and for their work in history about Florence Nightingale. Their spelling is at the expected level because they have books in which they can attempt words before checking with the teacher. A weakness in their work is their handwriting and nearly all pupils could reach a higher standard of letter formation and presentation of work.
89. Overall, the majority of pupils in Year 6 are reaching the expected level in the subject. In speaking and listening they achieve above the expected level because the teacher provides so many good opportunities for them to take part in discussion. They listen very well to the teacher and each other and have good recall of their previous learning as a result. In Years 3 and 5, standards of speaking and listening are of a similarly high standard and it is only in a Year 4/5 class that standards are lower. This is because of the impact of a high proportion of pupils in this class who have severe behavioural problems that have disrupted lessons over time, and hindered the progress of others as well as their own.
90. Pupils reading skills are variable in Years 3 to 6, reflecting the fluctuations in the earlier attainment of these pupils. For example, pupils in Year 3 read very well, while many pupils in Year 4 have difficulty understanding what they read, so they are hampered when trying to read instructions or information independently. Overall, pupils in Year 6 read at the expected level for their age though there are few pupils who reach the higher level. Pupils read for information successfully in Year 6, though many have scant knowledge of different authors and only some can discuss their preferences in reading. A love of reading and the opportunity to develop personal taste through exposure to a wide range of literature are not apparent in the Year 6 pupils.
91. Standards in writing are average for Year 6 pupils. They write for different purposes with a sound sense of structure and know how to alter the style of their writing by

adapting vocabulary and tone. Higher attaining pupils alter sentences to give colour to their writing and use simple and complex sentences to vary their writing. Overall the opportunities for writing are not well developed in other subjects. For example, in Years 4, 5 and 6 and pupils do not consolidate what they learn in English lessons enough to make them confident writers. Spelling in Years 5 and 6 is below the expected standard and the school has recently introduced a new programme to tackle this issue. As in Years 1 and 2 standards of handwriting and presentation are unsatisfactory overall, with only a few pupils seen to be taking a pride in their written work. This is a drop in the standard found at the time of the previous inspection when presentation of work was judged to be good.

92. Pupils with special educational needs make satisfactory progress and benefit from learning alongside their peers, who often give them support with their learning.
93. The quality of teaching and learning in the subject varies from satisfactory to very good. In Years 1 and 2 teaching and learning is good overall. Teachers of this age group have good subject knowledge a good understanding of how young children learn. They plan well for different groups within their classes and organise the work of their classroom assistants well. The result is that pupils of all abilities, including those who have special educational needs in literacy, make good progress. Teaching and learning in Years 3 to 6 is satisfactory overall, with very good teaching seen in Year 3. Teachers have secure subject knowledge and plan activities which take account of pupils' prior learning. They make sound use of classroom assistants. Often classroom assistants in these classes support pupils to do the same work as others in the class and work in books shows that many often do not complete such work. With sharper assessment of pupils needs and more careful planning, more pupils could make better progress. The vast majority of pupils are keen to learn. They show this by listening closely in lessons and beginning work promptly when asked to do so. They work hard at the subject and all enjoy sharing their learning at the end of a lesson. All teachers make good use of information and communication technology to improve learning for pupils through spelling and grammar activities and to help them improve their writing by redrafting it.
94. The management of the subject is sound. The correct priorities have been identified for improvement and advice to support teachers has been provided. The current priority to improve writing has been supported through the purchase of some very good resources and a very good range of reading books. Through reading and discussion the subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Currently the subject manager monitors teaching and learning in the summer term, which is too late in the year to bring about significant improvements to standards in Year 2 and Year 6. Assessment procedures have been established throughout the school but not enough use is being made of the findings of assessment to improve the curriculum or to set targets to raise standards. The programme of monitoring in the subject does not make enough use of the knowledge teachers have of their pupils' learning earlier in the year. There has been satisfactory improvement in the subject since the previous inspection, though standards of handwriting and presentation have fallen.

MATHEMATICS

95. Standards seen in mathematics during the inspection are average. They meet expectations for pupils in Year 2 and Year 6. Although there have been fluctuations due partly to the varying sizes of year groups and the proportion of pupils on the school's register for special educational needs, over time standards show an improving trend slightly above the national average.
96. Throughout the school pupils achieve well. By the end of Year 6 most pupils have a good understanding of the value of number beyond 1000. They know the multiplication tables and are accurate in both mental and written calculations. Pupils understand decimals and fractions of a whole and convert simple fractions to their equivalent percentages. Pupils use standard units of measure such as millimetres, grams and litres and understand the properties of shapes. They plot co-ordinates accurately including the use of negative numbers when translating shapes within a grid.
97. By the end of Year 2 pupils order numbers to 100, recognise patterns in number such as odd and even and count in multiples of 2, 5 or 10. They add and subtract number to 20 and begin to use different strategies for problem solving such as partitioning two-digit numbers to make calculations easier. Pupils have a sound knowledge of shape and investigate the relationships between a right angle and a 'quarter turn'.
98. The school has embraced the National Numeracy strategy well. The subsequent training for teachers and their use of the national framework for planning is effectively helping to maintain standards. Pupils develop good numeracy skills. The school's current focus on problem solving is evident in the accuracy of pupils' work. In some lessons pupils collect and interpret data linked to mathematical or scientific enquiry but overall the application of data handling and the use of mathematical skills are not sufficiently planned across the whole curriculum. This appears to have declined since the last inspection.
99. The use of ICT to support learning in mathematics has improved. Appropriate software is used effectively in classrooms enabling pupils to apply the skills they learn in the computer suite. A good example was seen in Year 3 where pupils used a challenging programme to consolidate their understanding of symmetry which was the focus of the lesson.
100. The quality of teaching and learning seen during the inspection is good. Teachers have a good understanding of the numeracy framework and good subject knowledge. Consequently they plan lessons with sufficient challenge for all pupils. There is a good focus on promoting specific mathematical language and the expectation that pupils will use it when answering questions. This helps pupils to express ideas clearly and precisely when explaining, for example the processes they might use to solve a problem. Teachers question pupils skilfully to probe their understanding, often using 'open' questions which require a thoughtful response. For example pupils in Year 2 had to think about the correct terminology as well as the features of different shapes when sharing their ideas about right angles. Lessons are delivered at a brisk pace so pupils' interest is maintained. Activities which follow teaching are well planned to match different ability levels and provide sufficient challenge to motivate pupils. Teachers establish very good relationships in their classrooms and this helps them to manage learning more effectively, because pupils are respected, they feel they are valued and as a result are better motivated to work. For example the 'pupil versus teacher' number challenge, which required some quick thinking on the part of pupils in Years 4 and 5 meant that they were well motivated in their endeavour to win the game. This was in contrast to the earlier part of the lesson when they had struggled to remain focused on

their written task. Nevertheless the teacher's assessment of the pupils and her good management skills brought the lesson to a more exciting conclusion.

101. Although there are many good strengths in the teaching seen, areas for development are also evident. The quality of teachers' marking is not sufficiently evaluative and does not inform pupils of their immediate targets for improvement. Pupils' long-term targets are too general and do not point to individual goals such as the next step towards a higher attainment level. Teachers' expectations of neatly presented work are not high enough and mathematics generally does not have a high enough profile in displays. The use of work sheets is excessive. This limits the opportunities for pupils to develop good recording skills and makes it more difficult for pupils to look back over their own work to monitor their improvement.
102. The subject leader has effectively steered the school through recent changes in the mathematics curriculum. She provides good support for colleagues and has a satisfactory overview of standards in the school. The quality of teaching has been monitored but monitoring does not as yet extend to a regular scrutiny of pupils' work to check on consistency and progress throughout the school. Resources are adequate but more practical resources would be helpful especially in classes where there is a high proportion of pupils with learning difficulties.

SCIENCE

103. Teacher assessments of pupils aged seven, in 2002, show levels of attainment about the national average. In the national tests in 2002, pupils in Year 6 reached standards about the national average. The percentage of pupils who reached the higher level in science was above the national expectation.
104. Improvements have been achieved because of the improved leadership and management in science. Teachers now use national guidelines as a basis for planning which has resulted in more systematic and thorough teaching of the National Curriculum programmes of study and a more progressive approach to the teaching of scientific skills. Teachers plan lessons in more detail and this results in more structured lessons than was found at the time of the previous inspection.
105. Pupils make satisfactory progress in Years 1 and 2. They develop satisfactory skills by conducting simple experiments and investigations. For example, by the end Year 2 most pupils can identify things in the home which are powered by electricity and can describe why a lighthouse is useful. Some pupils can begin to identify sources of light energy. Year 2 pupils learn how to make an electrical circuit, predict what will happen if a circuit is broken, and some are able to represent circuits they have made diagrammatically. By the end of Year 2 pupils can describe how the ear drum works and how sounds are made when an object vibrates. They conduct simple investigations into what happens when a barrier is placed between the source of a sound and the listener.
106. By Year 6, pupils have studied a wide range of science and talk enthusiastically about their experiments and investigations. These older pupils have acquired appropriate knowledge and understanding of a range of scientific topics. They know about the upper and lower chambers of the heart and can describe their function. They enjoy finding out what happens to the pulse rate after exercise and can measure accurately. The results of measurements taken are not always used effectively to draw conclusions. In Year 6, pupils are well supported by resources prepared to teach them to conduct a fair test and control the variables during their investigations. As a result

pupils make good progress. The use of the 'writing frame' to record their work supports pupils with special educational needs who make good progress in the subject.

107. Overall the teaching is satisfactory at both key stages, with some good and occasionally very good features. Teaching is good where pupils are actively involved in lessons and teachers ask carefully selected questions which encourage pupils to think hard about what might happen. For example, in a good Year 2 lesson, the teacher posed a practical problem for pupils to solve during their work on magnetism when they used magnets to get paperclips out a drawer full of sand. Some pupils are encouraged to use good quality reference books to find out more information to support their investigation and as a result they make good progress. Teachers plan well for the use of teaching assistants and classroom helpers to support pupils during scientific experiments and investigations. Some weaknesses occur in the way teachers mark pupils' work. Not all teachers make supportive and constructive comments on pupils' work to encourage them to learn well and do better next time or to set targets for their learning. As a result the standard of pupils' presentation of their work in science is poor overall in the school. For example, work sheets are untidy and the writing is difficult to read. Teachers do not have high enough expectations of the presentation of pupils' work.
108. The majority of pupils are interested in science and apply themselves well to the work they are set. Most are attentive to instructions, keen to respond and willing to work independently. In most lessons there are good opportunities for pupils to develop their speaking and listening skills and this adds to their involvement in lessons. For example, in Year 3 pupils listened attentively as others tried to explain the meaning of the word 'taper'. In Years 1 and 2 pupils demonstrated good use of an increasing scientific vocabulary as they substituted the words 'is attracted to' for 'sticks to' when describing their investigations to find which objects were attracted to magnets.
109. Pupils are given plenty of opportunities to collaborate on tasks and as a result they cooperate effectively to share equipment and ideas. For example, in Year 6, pupils took turns to time each other exercising and helped each other to calculate pulse rate per minute. In most classes care is taken to ensure science groups are mixed ability with a good balance of boys and girls in each group. Pupils demonstrate genuine tolerance and respect for each other as they share their ideas in group discussions. Science lessons make a significant contribution to the development of pupils' very good personal and social skills.
110. The management and leadership of science are satisfactory. A new science co-ordinator has been appointed who has a good subject knowledge and a firm commitment to raising standards. Although very new to the role, the co-ordinator has already begun monitoring the standards of teaching and learning in science lessons. As a result she has been effective in securing the assistance of an 'Advanced Skills Teacher' to support teachers in planning science lessons in mixed age classes. The co-ordinator has conducted a full audit of the subject and has identified the need to sample pupils' work and analyse the Year 6 national test results to identify strengths and weaknesses in areas of pupils' understanding. As a result teachers are to receive additional training in order to assist pupils' learning in the areas with which they find most difficulty. The co-ordinator has also planned to introduce a more consistent system for assessing pupils' progress. She has introduced 'writing frames' to support pupils in planning scientific investigations themselves. As a result pupils have a clear understanding of how to structure investigations.

ART AND DESIGN

111. Standards of attainment in art are in line with the expectation by the end of Year 2 and Year 6. Standards in art appear to have dropped since the previous inspection when there was some evidence of higher attainment by Year 6 in painting.
112. In Years 1 and 2, teachers show pupils the correct techniques to use when creating pictures and models. This results in all pupils gaining appropriate skills in drawing, painting and creating two- and three-dimensional work. They are taught how to mix and apply paint. As pupils grow older teachers widen the range of media and techniques used to include weaving, printing and collage. As a result, pupils make appropriate choices about the appropriate media to use in art and design and in design technology. Pupils in Years 1 and 2 develop their weaving skills through weaving using a variety of media, including paper, feathers, ribbon, strips of fabric and pipe cleaners. As pupils grow older they learn to weave with wool on wooden looms, to make individual mats.
113. By Year 6, pupils have successfully explored and developed their ideas in art and design through experiencing a variety of media. These include use of pastels, pencils, crayons, various types of paint, fabric and clay. Year 6 pupils can recall the names of some famous artists, for example, Van Gogh and Picasso but they do not have frequent opportunities to work in the style of other artists. Pupils in the Year 5/6 class learn to design still life compositions using a range of objects of their own choosing, including shells, cars, teddies, a bird's nest. They develop their skills satisfactorily, in creating light and shade and texture with a pencil and charcoal when they make observational drawings of their compositions. In Year 5/6 pupils are taught to evaluate their own and other's work and this sharpens their observational skills as well as ensuring that they use correct terminology when talking about works of art.
114. Teaching is at least satisfactory and in some classes it is good. Teachers have sound subject knowledge and plan interesting activities over a number of lessons so that pupils learn and have the opportunity to consolidate new skills. The use of expert help, through visiting artists or craftsmen, including a school governor, adds to the quality of learning for pupils. While pupils work is displayed, teachers could make more of pupils work by labelling displays to point out techniques or features that are particularly well done. Pupils are enthusiastic about the subject and this is reflected in their concentration and effort during lessons. Teachers make use of information and communication technology in the subject both for research and drawing programs. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. They are given good opportunities to work in collaboration with each other.
115. The management of the subject is satisfactory. The co-ordinator does not have the opportunity to monitor teaching and learning at present but this development is part of the school's current development plan. The school has adopted a national scheme of work in the subject and this ensures that teachers' planning is sound and follows National curriculum requirements. This is an improvement since the previous inspection.

DESIGN AND TECHNOLOGY

116. Standards of attainment in design and technology are in line with national expectations and the end of Year 2 and Year 6 and pupils make satisfactory progress. Standards

have improved since the last inspection when they were found to be below national expectations by Year 6, and pupils were making unsatisfactory progress.

117. Pupils' ideas and skills have been successfully developed using a range of tools, equipment, materials and components. In interview, pupils had clear recollections of some of the work they had undertaken in the past. For example, Year 6 pupils discussed with enthusiasm their work on designing and making playground equipment and slippers, using a range of fabrics and materials. In food technology, Year 3 pupils designed and made sandwiches for pirates. They had to consider what pirates might eat and what colour foods they would use. Pupils in the Year 4/5 class made and evaluated toasted cheese sandwiches.
118. Only two lessons were observed in Years 3 and 4. Teaching was good in one and satisfactory in the other. Teachers have secure subject knowledge. Pupils have positive attitudes to the subject. They listen carefully to their teachers and other pupils' in their classes. They are eager to talk about what they do and are proud of their achievements. Pupils with special educational needs make good progress in design and technology as teachers plan lessons and select resources appropriately to enable them to achieve good results. Teachers also plan for teaching assistants and classroom volunteers to provide additional support for pupils with special educational needs. For example, in Year 1, pupils with special educational needs made good progress in weaving using a range of materials. This makes a good contribution to the personal development of these pupils, as they are proud of their achievements.
119. The management of design and technology is satisfactory. The subject manager for design technology is newly appointed and her role is, at present, undeveloped. There is system for assessing pupils' progress in design technology which shows how well pupils are learning in the subject. The current system shows the topics they have covered and the broad level they have achieved. The design technology co-ordinator does not have the opportunity to monitor teaching and learning and as yet has no action plan to improve standards.

GEOGRAPHY

120. Curriculum time for history and geography is shared. The whole school focus during the inspection was on history, with geography scheduled later in the year. Because of this, no geography lessons were seen, and very little evidence of geography was available. No judgements are possible therefore, on the quality of teaching or standards attained.
121. Discussions with pupils and scrutiny of long and medium term planning indicate that learning by the end of Year 2 and Year 6 is satisfactory. Pupils in Years 1 and 2 carry out a study of their locality identifying different good or bad features and find out about more distant places by following the travels of 'Barnaby Bear' who 'sends postcards' from places he 'visits'. Pupils in Year 6 recall learning about rivers and gave enthusiastic accounts of their visit to the Malton flood defences, arranged through a business partnership link. They have also carried out a local study and observed and recorded weather patterns. A coastal study is planned during their residential visit to the centre near Scarborough. Pupils showed a sound knowledge of the United Kingdom but their knowledge and understanding of features on a world map is poor.

HISTORY

122. Standards for pupils in Year 2 and Year 6 are above the expectation for their age. This marks an improvement since the previous inspection when standards were at the expected level.
123. In Years 1 and 2, pupils learn about changes overtime by looking at hospitals and how they have improved. They learn about famous personalities and in Year 2 pupils develop a good understanding of the impact of Florence Nightingale, both on the well-being of soldiers and on the profession of nursing. They show a clear understanding of how we find out about the past and deduce much information from pictures they study.
124. In Years 3 and 4 pupils learn about the Tudor era and gain insights into why Henry VIII had so many wives. Higher attaining pupils in Year 3 show a good understanding of why Henry wanted a son to follow him as monarch. All pupils write very good letters in role as Henry, explaining to his wife Catherine of Aragon, why he must divorce her. They show a sound grasp of the fact that because she has not produced a son she is no longer of any use to the king. In Years 5 and 6 pupils make very good use of information and communication technology to research the Ancient Greeks. They have quickly developed a good knowledge and understanding of many aspects of Ancient Greek life and culture. In a very good lesson where learning was moving at a rapid pace, pupils discussed the Greeks' need for good ships and effective weapons because of the frequent wars they joined. Pupils have a good knowledge of many aspects of Ancient Greek civilisation and the legacy of language, mathematics and mythology that the Greeks left. All pupils show a good understanding of sources of information about the past because they have been encouraged to use secondary sources such as pictures and replicas of artefacts used by the Greeks.
125. Teaching is good overall, with very good teaching in Year 6 and Year 3. In the lesson about the Greek military, the teacher provided excellent opportunities for pupils to use their research and share their learning in an extremely well managed discussion which she prompted with searching questions to keep their learning moving forward. In Year 2, pupils were enthusiastic about their learning because of the teachers' use of a wide range of resources including video clips, which helped the pupils' understanding of a bygone era. In Year 3, very good questioning by the teacher led the pupils to a very full understanding of Henry VIII's marriage dilemma and gave them a very good grounding for their written work. However, not all teachers exploit the subject enough to develop pupils' writing and There are not enough planned opportunities for this, and therefore opportunities are missed to support the school's priority to improve writing. The subject provides good opportunities for pupils to learn about other cultures and eras and gives pupils a basis for making decisions about how people acted in the past.
126. The subject manager has been recently appointed and has had little opportunity to gain a clear picture of strengths and weaknesses in the subject. She is aware that there are insufficient resources for the topics that are now being taught but has not yet begun to monitor standards in the subject. However, she has a clear vision for the development of the subject, she has good expertise and is capable of moving the subject forward with support from the senior management team.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. Standards in information and communication technology (ICT) have improved since the last inspection. They are now in line with expectations by the end of Year 2 and Year 6.

128. The installation of the well equipped ICT suite has contributed significantly to the rapid progress and higher achievement now seen in the school. Subject training has effectively raised levels of teachers' confidence and expertise and resulted in improved teaching.
129. The quality of teaching is good. Lessons are planned well with a clear focus on skills to be learned. Teachers give clear instruction and demonstrations . These are most effective when they use the interactive white board because it helps pupils to focus more directly on what is being demonstrated. Relationships are good and expectations are high. Consequently pupils use ICT equipment carefully. Teachers make work more meaningful by linking ICT skills to other areas of learning. For example pupils in Years 1 and 2 practised making a label using adjectives other than 'big' and 'bad' to describe the wolf. Pupils experimented with different sizes, colours and fonts for their text; and learned how to print their work. Pupils in Years 5 and 6 used the suite to search different websites for information about Ancient Greeks. They demonstrated competent skills and knowledge of how ICT can be used to extend learning.
130. Pupils have the opportunity to improve further during clubs outside of lesson time, A spelling club meets regularly at lunchtimes. There is also a weekly 'newspaper club'. Pupils in Year 6 recently did a 'Powerpoint' presentation of their work connected with flood prevention.
131. The curriculum is soundly based on national subject recommendations and additional resources are being bought as required, to ensure that all demands are met. The development of ICT is managed well. The co-ordinator has a clear action plan which points the way to systematic progress. A cycle for monitoring is planned, but as yet there is no formal check on the quality and consistency of teaching. Revised assessment procedures are designed to show the 'added value' to pupils' learning during the course of a topic.

MUSIC

132. Standards have been maintained since the previous inspection. Pupils' attainment is typical for their age by the end of Year 2 and Year 6 and they make satisfactory progress in all classes. The quality of singing in assemblies is good.
133. Pupils in Years 1 and 2 sing a variety of songs, accompanied on the piano by one of the school's governors. They also play simple pieces that maintain a steady rhythm. They clap out the beat in their own names and recognise a change in tempo. They use untuned musical instruments to maintain a regular pulse. They enjoy listening to music and appreciate that music creates an atmosphere, for example, in collective worship. They enjoy singing familiar songs, for example, 'This Old Man', and other songs which have actions as part of the accompaniment.
134. Pupils in Years 3 to 6, continue to enjoy singing and making music with tuned and untuned instruments. Pupils in Year 6 learn to sing songs which they perform as two and four part rounds, for example, 'London's Burning.' Pupils in Year 3 explore rhythmic patterns and have a good knowledge of musical notation. They can recognise and clap crochets and quavers, in time. They can add rhythm, by clapping in time, to carefully selected poems and enjoy performing these for others.
135. The teaching is satisfactory overall with some good teaching seen in Year 3. All teachers plan lessons following national guidance for the teaching of music which ensures all pupils receive a well balance curriculum. Where teaching is good, teachers

have good subject knowledge and high expectations of the pupils. As a result pupils learn to apply appropriate musical terms quickly, for example, in Year 3 crochet, quaver, minim. They also work co-operatively in groups and enjoy the experience of performing to others.

136. The management of the subject is satisfactory. A very limited budget is available to the co-ordinator to resource the subject. Resources are adequate but there is limited space for the storage of musical instruments. A new co-ordinator has recently taken over responsibility for music. She has not been involved in monitoring or evaluating standards in the subject but has planned to introduce a new commercial scheme to support teachers' planning and improve the quality of teaching and learning in music. Currently there is no system for assessing pupils' music skills and knowledge to enable teachers to plan a good match of work and to check that pupils make sufficient progress.
137. Music is used well to promote the spiritual, and cultural development of pupils. In acts of worship music is used to set the mood of the assembly and pupils are actively encouraged to reflect on the moods and emotions created through music. The school seeks every opportunity to broaden pupils' musical experiences by making good use of visitors. For example, a touring musician, 'The Pied Piper', provides percussion lessons for older pupils and workshops, in song composition, for all pupils in school. Pupils learn about their own and other cultures for example, through the visit of an Indian musician and an African musician and dancer. A small number of pupils receive individual instrumental tuition from a specialist music teacher who visits the school regularly.

PHYSICAL EDUCATION

138. Standards throughout the school in physical education have been maintained since the previous inspection. Standards in Year 2 and Year 6 are at the expected level. During the summer term pupils in Year 5 and 6 are taught swimming. Most pupils can swim 25 metres by the end of Year 6 which is in line with the national expectation.
139. The teaching of physical education is satisfactory and has some good and occasionally very good features. A good feature of teaching is the range of methods teachers use to enable to pupils to learn effectively. They give good demonstrations and explanations. Clear instructions from adults let pupils know what they are expected to do. When teachers ask pupils to demonstrate good practice to help others improve, pupils show their appreciation sensibly and try harder. Pupils respond well to the praise their teachers give them for trying out new movements. However, teachers do not always give pupils enough opportunities to be physically active in physical education lessons and this limits how quickly they improve.
140. Pupils enjoy lessons because they are well rewarded for their efforts by praise from their teachers and well supported by the teaching assistants. In Reception and Year 1 pupils are enthusiastic in their attempts to find more complex ways of travelling along, under and over the apparatus. In Years 4 and 5 some pupils show good body control when balancing on a restricted number of body parts. They can balance on 2, 3 and 4 body parts.
141. Pupils make the best progress when teachers have planned challenging lessons which motivate them to think hard. For example, in Year 5 and 6 pupils worked collaboratively in groups to make up their own line dances using their knowledge of dance steps and

routines. Pupils confidently demonstrated particular dance steps such as 'grapevine' or 'kick ball change' and skilfully included these in their own dance routines.

142. Teachers' planning in physical education is satisfactory but their assessment of pupils' learning is inconsistent. The school has adopted national guidelines to support teachers in planning physical education lessons. As a result, pupils make steady progress as they build up their knowledge and skills in games, gymnastics and dance.
143. The management of the subject is satisfactory but the co-ordinator has no opportunity of monitoring the quality of teaching and learning. The co-ordinator has begun to plan improvements on an annual basis. Resources are adequate but there is a lack of storage space for equipment. However, there are spacious playing areas for outdoor games. The school provides a good range of extra curricular activities to enhance pupils learning in physical education. This includes football and cricket coaching, table tennis, 'Funfit', and line dancing clubs. Outdoor and adventurous activities are promoted through a range of educational visits and the annual residential visit for the older pupils in school.

RELIGIOUS EDUCATION

144. Standards in Year 2 and Year 6 are in line with the expectations of the locally agreed syllabus. These have been maintained since the previous inspection.
145. Pupils throughout the school make satisfactory progress in developing their knowledge and understanding of Christianity, Judaism, Islamic traditions and beliefs and Sikhism. They develop appropriate insights into the impact of religious beliefs on people's lives.
146. The quality of teaching and learning is satisfactory overall. Teachers plan lessons thoughtfully and share clear learning targets with pupils. As a result, pupils know what is expected of them. Teachers' subject knowledge is generally sound and they use it satisfactorily to give background information to help pupils better understand. This was the case in a lesson for pupils in Year 2 who had a better understanding of the story of the Prodigal son because the teacher explained some of the traditional beliefs of people in biblical times. At other times however, subject knowledge is less secure and aspects of religious ritual are left unexplained. In a lesson for pupils in Years 5 and 6 the events of the Crucifixion and Resurrection of Jesus were learned well because of the teacher's preparation of resources. The Easter story was read to the pupils, after which there was some active negotiation when putting written statements in order. In that lesson drama was also used well when groups of pupils 'freeze framed' to capture the different moments in the events of Palm Sunday and Good Friday.
147. Work in pupils' books shows that they know about the old and new testaments and the Q'ran. They compare Jewish and Christian traditions. Older pupils have satisfactory knowledge of traditional beliefs such as The Five Pillars of Islam. Too little is expected of pupils with regard to the presentation of their work. Consequently handwriting is untidy and diagrams are not neatly finished.
148. The subject is led and managed satisfactorily. Curriculum plans are well established and supportive of teachers' weekly planning. The lack of monitoring and evaluation of teaching and the quality of pupils' work to ensure consistent progress is a weakness. Resources in school are limited and often need to be enhanced by loans from the local authority's religious education centre. There are no formal procedures for assessment agreed by the whole school, which inform teachers of the progress pupils make.

