

INSPECTION REPORT

RUSWARP C of E (VC) PRIMARY SCHOOL

Ruswarp, Whitby

LEA area: North Yorkshire

Unique reference number: 121525

Headteacher: Mrs L C Brown

Reporting inspector: Mr G Brown
21060

Dates of inspection: 2nd – 3rd December 2002

Inspection number: 248267

Short inspection carried out under Section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior
School category: Voluntary controlled
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed

School address: Ruswarp
Whitby
Postcode: YO21 1NJ
Telephone number: 01947 602029
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Appropriate authority: The governing body
Name of chair of governors: Mr J Taylor

Date of previous inspection: January 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves the small village of Ruswarp, which is close to the ancient seaport of Whitby and within a few miles of the North Yorkshire National Park. It is below average size and almost two-thirds of its 91 pupils come from outside the village itself. Apart from the reception age group, all pupils are taught in mixed-age classes. Currently, there are significantly more girls than boys on roll. Pupils come from a wide range of backgrounds but most show above average standards on entry to the reception class. There are no pupils for whom English is an additional language and a below average number (six per cent) is entitled to free school meals. Currently eight pupils have special educational needs, all of whom are at an early stage of support. No pupil has a statement of special educational needs. Many of the school's aims centre on the opportunities for pupils to learn and achieve as highly as possible and to provide well for their personal development. It also recognises the need to develop an ethos based on Christian values and ideals. At the time of the inspection, the school had to respond to the long-term absence of the Years 3 and 4 class teacher.

HOW GOOD THE SCHOOL IS

Ruswarp is a good, successful school which continues to serve its community and neighbourhood very well. Most pupils achieve well for their age, and standards are well above average by the time pupils transfer to the high school. Teaching and learning are good overall and the school provides an effective setting for pupils to learn. They also benefit from the very good leadership of an experienced headteacher. Management is good and the school fulfils its aims very well, particularly its emphasis on high standards and the personal development of pupils. The school gives good value for money.

What the school does well

- Standards in English, mathematics and science are above average by the end of Year 2 and well above average by the end of Year 6. Pupils also achieve well in several other subjects including art and design and design and technology.
- The quality of teaching and learning is good overall and very good in Years 5 and 6. Most pupils make good progress, including the most able and those with special educational needs.
- The leadership of the headteacher is very good. She provides good vision and clear educational direction. The management of the school is good and helps provide good resources and an effective climate for learning.
- The provision for pupils' personal development is very good. As a result, working relationships, behaviour and the pupils' response to learning are all very good.

What could be improved

- The overall standards achieved by pupils in Years 3 and 4.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected, in January 1998, many aspects were reported as being either good or very good. Since then it has continued to do well, making good improvement overall. Due attention was paid to any areas it had to improve, including a better school development plan and more effective book provision. It has only partly succeeded in strengthening its extra-curricular provision. Standards among Year 2 and Year 6 pupils have risen again and national achievement awards have been given in recognition of the standards reached by Year 6 pupils in particular. The school has also done well to ensure that important initiatives such as the literacy and numeracy strategies have been implemented effectively. This is a school that works hard and successfully to improve on its already many good qualities and strengths.

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*	A	A	A
mathematics	A*	A	A*	A
science	A*	A	A*	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

There are strengths in the standards reached by many pupils in the school, particularly those in Years 5 and 6, where the quality of teaching and learning is consistently very good. Almost all children in the reception class achieve well and are fully on course to exceed the standards anticipated for their age by the end of the Foundation Stage. Pupils currently in Years 1 and 2 also achieve well and are on course to be above average in reading, writing and mathematics by the end of the school year. Inspection evidence confirms the above average results that many pupils attained in the most recent national tests for pupils at the end of Year 2. In the Year 6 tests conducted in 2002, pupils achieved well above average standards in English, mathematics and science. Taking these subjects as a whole, the results were among the top five per cent in the country. Although national comparisons are difficult because year groups are small, pupils do very well in relation to schools in similar settings. Standards in literacy and numeracy are consistently good in the school as a whole. Pupils in Year 6 continue to achieve well over time and inspection evidence confirms this trend among the oldest pupils. Significant numbers of Year 6 pupils continue to achieve the higher grades in their national tests and this reflects the school's expectations in respect of its most able pupils. Those with special educational needs also achieve well in relation to their own targets for learning. Standards in several other subjects are above average, including art and design and design and technology. Whilst attaining at least average standards overall, pupils in Years 3 and 4 could achieve more, and teacher expectations need to be raised in respect of this class. The targets set for future attainment in Year 6 continue to reflect the high achievements of the past and pupils are on course to do well in the current school year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn and to do their best. Their attitudes are an important factor in the good progress they make.
Behaviour, in and out of classrooms	Very good. Pupils are trustworthy and behave very sensibly in response to the school's high expectations in this respect.
Personal development and relationships	Very good. School is a friendly place to learn and very good working relationships are established, not least among the pupils themselves. The all-round development of the pupils is very well provided for.
Attendance	Good and above the national average. Pupils attend lessons promptly.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good across the school and meets securely the needs of the pupils. Inspectors also observed a significant amount of very good teaching, particularly in Years 5 and 6. Effective teaching begins in reception and the above average standards in that class, and in others in the school, reflect the quality of teaching given to almost all pupils. Some unsatisfactory teaching occurs in Years 3 and 4. Where this persists, the standards of attainment are not as high as those elsewhere, nor do the pupils make the same rapid progress. The expectations on pupils in this class are not high enough, unlike the rest of the school, where this is a notable teaching strength. With the exception of Years 3 and 4, the teaching of literacy and numeracy is consistently good. The emphasis on the speaking and writing skills of the pupils is a major reason why pupils do so well in much of their learning. Teachers plan well with good emphasis on a wide range of activities which support pupils of different abilities. The management of classes is generally very good and little time is wasted in ensuring pupils work hard and do their best. The work set is usually very challenging and, in most lessons, pupils work successfully towards their termly targets. Very good use is made of attractive books and other quality resources. The very good contribution made by classroom support staff is an integral part of pupils' learning, for both the more and less able. Pupils' work is assessed satisfactorily, although the use made of marking is not always effective across the entire school. Homework is used satisfactorily to consolidate and extend pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory in the reception class and good elsewhere. The provision for literacy and numeracy is particularly good. A full statutory curriculum is taught and there is satisfactory provision for enriching pupils' learning, including extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils' needs are identified early and accurately through teacher assessment and they are well supported by a range of staff.
Provision for pupils with English as an additional language	There are no pupils for whom English is an additional language. Sound measures are in place should pupils need additional support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The spiritual and cultural development of pupils is well planned, whilst provision for moral and social development is very good. The school prepares its pupils satisfactorily for life in a multicultural society.
How well the school cares for its pupils	Good. Pupils are viewed and cared for as individuals and there are good procedures for child protection and pupils' welfare, including their safety and general wellbeing. There are satisfactory methods to assess,

	monitor and record pupils' academic progress and personal development.
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Many parents are eager to support their children's learning and there are effective links between home and school. Parents view the school very positively. Some help in school on a regular basis.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is an effective leader. She provides clear educational direction and places high expectations on both staff and pupils. Management is good and the school is well run on a daily basis. Teachers carry multiple responsibilities and it is difficult for them to monitor regularly the standards in all their various subjects.
How well the governors fulfil their responsibilities	Good. Governors are very committed and have a good grasp of the strengths and weaknesses of the school. The governing body helps determine the educational direction and priorities of the school and therefore fulfils its responsibilities well.
The school's evaluation of its performance	Good. The school seeks to improve itself still further and ensures it gets good value by evaluating and comparing its past and present performance against that of other schools.
The strategic use of resources	Good. Annual finance, including specific grants, is used well to meet the declared priorities on the school development plan. Good financial procedures are in place and staffing levels are also good and influential in meeting the needs of the pupils. Educational resources are plentiful and of good quality. The accommodation, whilst rather cramped, is attractive with displays of pupils' work and is satisfactory overall in relation to the delivery of the statutory curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Most agree that their children enjoy school and that it is helping them to mature and to make good progress. Standards are good. • Behaviour is good and children respond well to their learning. Pupils are expected to work hard. • Teachers are caring, know the pupils well and provide interesting and informative lessons for their children. • Most parents would feel comfortable when approaching the school with any problems. 	<ul style="list-style-type: none"> • Some parents do not feel well informed as to how their child is getting on. • The partnership between parents and school could be improved. • The school could improve the range of activities on offer to pupils outside of normal lessons.

The inspection supports all the positive points made here by parents and recognises them as important strengths of the school. In respect of areas to improve, the school provides the usual range of opportunities for parents to come and discuss their children's work, and the annual reports are generally informative and meet statutory requirements. The relationship with parents is seen by the school as very important and this works well in relation to most children. The school provides a wide range of attractive activities and visits to help support learning, but has difficulty in running clubs out of hours. It continues to review the position on an annual basis.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are above average by the end of Year 2 and well above average by the end of Year 6. Pupils also achieve well in several other subjects including art and design and design and technology.

1. The results of national and other forms of assessment, supported by inspection evidence, confirm that pupils' standards are above average by the end of Year 2 and well above average by the end of Year 6. The very good standards reached by the pupils in Year 6, in particular, have been sustained over a long period, and have resulted in two national achievement awards being granted to the school. An overall strength is the level reached in speaking and listening. Children in the reception class become good listeners and are quick to express their views and ideas. Speaking skills are built up carefully across the school so that, by Year 6, most pupils can talk, question and debate with clarity and confidence. Pupils are particularly good at explaining to their teacher and to visitors the point they have reached in their work. In mathematics and science, most are able to explain very clearly the various strategies used to reach an answer or a conclusion.
2. Reading skills are also well developed and, by the end of Year 6, most pupils read widely and expressively for their age. From reception onwards, children are surrounded by a rich environment of words in books, posters and displays. They soon build up an extensive range of descriptive or imaginative vocabulary, which they recognise and use accurately. Most pupils show above average understanding of what they read and develop clear ideas about plot and characterisation. By Year 6, many use non-fiction books to support and extend their research, and even attempt to write in the style of a favourite author.
3. Writing skills are generally well above average by the end of Year 6. Pupils are given a wide range of opportunities to write both factually and imaginatively as they move through the school. In the reception class they are keen to write words and phrases they meet in books and copy readily what their teacher writes for them. Some could move towards more independent forms of writing a little earlier. Nevertheless, by the end of Year 2, pupils write clearly and imaginatively for their age, expressing their ideas or stories in well-written language that is grammatically sound and well punctuated. Many use the computer successfully to extend their work or improve its appearance. Pupils in Years 3 and 4 used information and communication technology very well to illustrate their own poems based on a piece of writing, 'The Flat Man'. Poetic and other styles of writing are explored very fully and many pupils can write in the different styles needed, for example in religious education, science or history. Those in Years 5 and 6 in particular write at considerable length and use imaginative or technical vocabulary very well to capture the attention of the reader. Pupils wrote effectively in their work entitled: 'The Phantom Sausage Stealer', 'Anne Frank's Diary' and 'How to make scrambled eggs'. Most of the work produced by the oldest pupils is completed in pen; is very neatly presented in legible, joined-up writing, and contains accurate spelling.
4. Mathematics is taught particularly well across much of the school and this is reflected in the well above average standards reached by pupils at the end of Year 6. They clearly enjoy the subject and develop many skills and different strategies when adding, subtracting, multiplying and dividing both small and larger numbers. Pupils learn rapidly how numbers and mathematical operations relate to each other and

quickly develop mental and written strategies to help solve problems. Reception pupils recognise our most common coins and know their value. They apply this knowledge well when spending up to 50 pence in the classroom shop. By the end of Year 6, pupils are able to use well-grounded skills in handling numbers and solving more complex problems involving money and other mathematical work. Numeracy is seen as an area of learning that can be applied across the curriculum and pupils use their skills to good effect in science and design and technology.

5. Mastery of the 'number tables' is a particular feature of the attainment in Years 3 and 4. In Years 1 and 2, pupils are particularly adept for their age in the use of mathematical language and, as in other year groups, this is used freely and accurately by most pupils. Year 2 pupils show above average understanding of place value and can measure accurately in centimetres. The same year group are accurate when using digital and analogue clocks. By Year 6, pupils' books are full of a wide range of mathematical content, including fractions, decimals, probability and basic data handling. Computers are used well to support mathematical learning, for example to print out graphs showing a survey of favourite types of bicycle or cereals. Pupils' knowledge of shape is generally well above average. Year 6 pupils, for example, can name and recognise the properties that distinguish several types of triangle. Their work on the application of angles is more readily associated with that of high school pupils.
6. Pupils also have a very good knowledge and understanding of science and how this relates to their everyday world. Their topics successfully blend theoretical and practical science at a well above average level of attainment. How to conduct a scientific enquiry, make predictions and write up results, all form an integral part of science learning from an early age. Pupils in Years 1 and 2 completed some particularly good work on sound in this respect and this complimented their earlier efforts on the human body and skeletal structures. The environment was also used very effectively during a nature walk, when snails, worms and the woodlouse were all observed at close quarters. Pupils in Years 3 and 4 develop a good science vocabulary, including words such as 'synthetic' and 'transparent' as part of a well-conducted project on the absorbency of different materials. Those in Years 5 and 6 conduct a wide range of investigative work. Their current work on reversible and irreversible changes and mixing alkalis with acids is of a high standard, and reflects well what has been learned and applied lower down the school.
7. Most pupils in Years 3 and 4 reach at least average standards and several achieve well for their age, particularly in English and mathematics. However, standards are not as high as elsewhere in the school and some work is poorly presented relative to their ability.
8. Standards in other subjects could not be explored fully during the inspection period. However, pupils' attainment in design and technology and in art and design is of particular note. These subjects represent a strength of the school. Reception pupils understand the nature of collage and produce some beautiful figures to illustrate the Nativity, using card, wool and various materials and fabrics. Many of them show a keen awareness of which materials are best suited to a particular purpose. Pupils in Years 1 and 2 combined art and design and history very well when producing a large frieze depicting the Great Fire of London. In Years 3 and 4, many pupils show the strength of their observational skills, combined with a good sense of colour, when producing mosaics as part of their project on the Romans. By the end of Year 6, pupils regularly show high attainment in art and design and design and technology. They use mediums such as pastels very effectively, for example when producing

large, attractive portraits of the wives of Henry VIII. They also readily adopt the role of environmental sculptors using ephemeral materials, found in nature, in the style of Andy Goldsworthy. Their efforts to design and weave Scottish tartans were extremely attractive. After studying the work of the ceramic artist, Clarice Cliff, pupils produced very detailed and attractive plates of their own depicting willow and other patterns.

The quality of teaching and learning is good overall and very good in Years 5 and 6. Most pupils make good progress, including the most able and those with special educational needs.

9. During the inspection period, some two-thirds of teaching was either good or very good. It was consistently very good in Years 5 and 6. Some good and very good teaching occurred in all year groups, except in Years 3 and 4, where it was satisfactory overall, but with a small amount of unsatisfactory teaching that failed to move the pupils on at the expected rate.
10. The good teaching in the reception class encourages all children to make an effective start to their schooling. Well-planned lessons enables all children to make good progress in all areas of learning, particularly their language and communication, mathematical and personal development. All children's needs are well addressed. The classroom is an interesting and vibrant place in which young children can explore and enjoy a wide range of activities. Staff ensure that learning is both exciting and challenging and that early skills and knowledge are well promoted. The headteacher has a considerable teaching commitment in Years 5 and 6, and she sets clear guidelines for the quality of teaching and learning expected across the school. Expectations are high in this and other respects, such as a whole-school approach towards the management of classes and the importance of display and valuing the efforts of pupils. In most classes, the management of the pupils is very effective. Learning is brisk, as little time is wasted and pupils are kept fully active. In some classes, the individual targets of each pupil could be referred to a little more. Overall, however, pupils know the levels they are trying to reach and they clearly enjoy the challenge of completing work on time and to a standard of which they are proud. All staff are careful to share the aims of a lesson with the pupils at the onset so that they feel part of their own learning. Displays are of high quality and strongly support the general ethos of the school.
11. Teachers plan their work well and, in most classes, good attention is paid both to pupils of higher ability and any with special educational needs. Teachers are particularly skilled during oral work. They challenge pupils through careful questioning, asking them to explain why a particular strategy has been used or what information they have to hand. The school has some above average learning resources and these are used to their full potential, which increases pupils' interest and hence their progress, even more. Teachers are quick to exploit pupils' enthusiasm for learning in general.
12. An experienced team of classroom support staff are used well to help either individuals or small groups of pupils. The quality of teachers' marking is variable between classes but is generally satisfactory. In the best of examples seen, the teacher made it clear to the pupils what standard they had reached and what had to be done next for them to improve their work. Teachers have adequate systems to record the results of their assessments, but the school could usefully audit what is currently the best practice and develop a more rigorous whole-school approach towards assessment. Homework of various types is set regularly in all classes and is used satisfactorily to reinforce or extend learning.

The leadership of the headteacher is very good. She provides good vision and clear educational direction. The management of the school is good and helps provide good resources and an effective climate for learning.

13. The headteacher combines her many roles very effectively, particularly those of teacher and school leader. She is very committed to the school and its underlying philosophy and works hard, with others, to ensure its aims are met securely on a daily basis. As a teacher, she provides a particularly influential role model and this is the basis of the high expectations and standards that have become the hallmark of pupils in her own class. In this, she is supported by a small and hardworking group of teachers and non-teaching staff who, together, form an influential team that continues to support the school and its community very well. Most staff have a complex set of responsibilities which are clearly defined, although the introduction of a newly qualified teacher and another on long-term absence, makes it more difficult for the subject leaders to be totally effective in their role. Monitoring of standards across many National Curriculum subjects has now become the major responsibility of the headteacher, and this is problematic given the time spent in fulfilling her own teaching role. Despite this, there is a strong team spirit in the school by which staff support each other, and therefore the pupils, very well.
14. The role and influence of the governing body continue to improve. It now has a good grasp of the strengths and weaknesses of the school and is more involved in decision-making, strategic planning and areas of school improvement, such as extending the teaching areas. Its monitoring role has also increased and governors are particularly influential in matters relating to school finance and in ensuring that annual grants are used effectively to support priorities in the school development plan. The school has good financial procedures and the headteacher, governors and an experienced secretary and bursar know how to get the best value from available financial and other resources. The governors ensure that important areas are adequately addressed and supported, such as special educational needs and the development of a curriculum for the more able or talented. Learning resources are attractive and generally plentiful.
15. The management of the school is well aware of how the motto, 'Instruction, wisdom and understanding', can best be achieved among the pupils. The 'climate for learning' that was highlighted during the previous inspection has been sustained and developed further, with even more emphasis on high standards. Although some ongoing difficulties exist with the staffing of one class, positive action has been taken in recent times to meet the school's targets. The great majority of parents rightly believe that the school is well led and managed and that staff and governors continue to have significant influence on the lives of their children.

The provision made for the pupils' personal development is very good. As a result, working relationships, behaviour and the pupils' response to learning, are all very good.

16. These aspects were praised during the previous inspection and have continued to be a strength of school life. The development of the whole child is fundamental to the ethos of the school and all staff work successfully to that end. Considerable emphasis is placed on the need for pupils to be seen as well-balanced individuals who can accept responsibility for their own actions and also accept the importance of others in the school community. To this end, the school's provision for the spiritual and cultural development of its pupils is good, whilst the provision for moral and social

development is very good. This quality is reflected in the very good working relationships that emerge, together with the pupils' very good behaviour and their eagerness to do their everyday work to a good standard.

17. As part of spiritual and moral development, pupils are given good opportunities to explore their own thoughts and feelings. Much of this is done through open questions that encourage reflection or provoke discussion. Most pupils feel they can make their own worthwhile contributions. This even begins in the reception class as the staff give children opportunities to try to make sense of the world around them. Acts of worship are used well to promote Christian ideals such as honesty, fairness and the importance of everyday kindness. The school's strong emphasis on art and the wide-ranging displays of pupils' work help foster a sense of value and wellbeing. The good emphasis on the beauty of the natural world also gives pupils a sense of understanding of what is important to them.
18. The school does very well to provide a setting that encourages pupils to develop a sense of responsibility for each other and learn to respect each others' views. This is a relatively small community, but one with a strong sense of belonging, where older pupils get to know the youngest children well and are asked to support them in the playground and the dining hall. Year 6 pupils in particular see this approach as an obvious extension to their own school lives and make good contributions to the school as a whole through their own maturity. Some readily recall similar things happening when they were very young. In lessons such as art and design and science, teachers frequently encourage pupils to work in pairs or small groups, this in turn helps to develop social skills such as making group decisions and sharing opinions and individual strengths.
19. School is a very harmonious place because pupils work and play together very well. Even very young pupils know the importance of following closely any codes of behaviour designed for the safe and friendly running of the school. The school has recently introduced a new house system, and this is already having the effect of creating among pupils a sense of belonging to a team and the knowledge that every individual makes a valued contribution to school life. Although the school could perhaps do more to promote an awareness of the cultural diversity of society through posters and other displays, it is successful in fostering curiosity among the pupils about the nature of other societies and the different cultures they represent. The school curriculum has a sound emphasis on global awareness. The scheme of work for religious education also provides a good platform for pupils to study the faiths and beliefs of traditions and religions other than Christianity. Throughout the year, pupils enjoy several visits to nearby historical Whitby with its own strong historical and cultural traditions. The importance of the church is also stressed through the celebration of important festivals such as Advent and Harvest.
20. The school's strong emphasis on personal development, involves high expectations of pupils' behaviour and the need to respond very positively to learning. Most pupils accept these elements without question and are very keen to learn. Energy, effort and outright enthusiasm are commonplace. Older pupils in particular are increasingly aware of their own targets for improvement and therefore have at least a sound sense of their own learning needs. They feel secure and valued in what they do. Behaviour is consistently very good, both in the classroom, during lunchtimes and in the playground. No oppressive behaviour was observed. The school is also showing a healthy involvement with how pupils behave outside of school hours and this gives children a sense of consistency in the way they are being brought up both in school and at home.

WHAT COULD BE IMPROVED

The overall standards achieved by pupils in Years 3 and 4.

21. Pupils in these year groups are taught as a single class and their appointed class teacher was away on long-term absence during the inspection period. Although provision for these groups is satisfactory overall, some teaching weaknesses occurred during the inspection and others are equally apparent over time. Some shortcomings in teaching adversely affect pupils' progress and ultimately the standards they reach. For example, expectations in this class are lower than those found elsewhere in the school. A minority of pupils have also become 'too comfortable' with standards of work and behaviour which do not reflect their best efforts. This is very much a teaching issue. The marking of pupils' work does not follow consistently the specific guidance issued by the school and, currently, pupils' targets for learning are not precise enough. These areas of teaching, together with more effective methods of assessing pupils' work, need attention as soon as possible. Some pupils are underachieving. However, where the work accurately and rigorously challenges their ability, more effective learning clearly occurs. However, this is not happening consistently enough at the present time. Although many pupils attain average standards overall in English, mathematics and science, their work is often untidy and inadequately presented for their age and ability. All pupils could therefore benefit from improved planning and a more stable position in respect of their teaching and learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. In order to achieve full consistency with the high standards and the quality of education found elsewhere in the school, the governors, headteacher and staff should:

Improve the standards achieved by pupils in Years 3 and 4 by:

- ensuring that the high expectations that are common elsewhere in the school are applied more rigorously and consistently to pupils in this age-group;
- ensuring that the quality of teaching and learning matches the level of the best practice already present in the school;
- developing more precise forms of assessment, the results, from which, can be used to monitor pupils' progress more effectively.

(Paragraphs 7, 9, 12, 21)

The school is aware of the difficulties experienced in the year groups in question and is already taking steps to improve the overall position.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	3	4	1	0	0
Percentage	0	43	21.5	28.5	7	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 seven percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	91
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	8

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	4

Attendance 2001/02

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

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

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

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

Percentages in brackets refer to the year before the latest reporting year. Separate scores for girls and boys are not supplied as the small numbers of each in this cohort could lead to the possibility of individual recognition.

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

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	10	11
Percentage of pupils at NC level 4 or above	School	100 (90)	91 (90)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	100 (80)	100 (90)	100 (90)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. Separate scores for girls and boys are not supplied as the small numbers of each in this cohort could lead to the possibility of individual recognition.

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	74	2	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	27
Average class size	22.3

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	43

FTE means full-time equivalent

Financial information

Financial year	2001/2002
	£
Total income	238,096
Total expenditure	236,660
Expenditure per pupil	2,732
Balance brought forward from previous year	2,817
Balance carried forward to next year	1,337

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	90
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	5	0	0
My child is making good progress in school.	50	45	0	0	5
Behaviour in the school is good.	53	43	3	0	0
My child gets the right amount of work to do at home.	43	50	2	0	5
The teaching is good.	57	36	0	0	7
I am kept well informed about how my child is getting on.	29	52	10	3	5
I would feel comfortable about approaching the school with questions or a problem.	60	29	7	0	3
The school expects my child to work hard and achieve his or her best.	62	36	0	0	2
The school works closely with parents.	33	43	14	2	9
The school is well led and managed.	45	38	7	2	9
The school is helping my child become mature and responsible.	47	48	0	0	5
The school provides an interesting range of activities outside lessons.	9	22	40	12	17