

INSPECTION REPORT

**BOLTON ON SWALE ST MARY'S C OF E
PRIMARY SCHOOL**

Bolton on Swale, Scorton

LEA area: North Yorkshire

Unique reference number: 121604

Headteacher: Mrs A. Cowan

Reporting inspector: Terry Elston

20704

Dates of inspection: 24th – 26th September 2002

Inspection number: 248273

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Scorton
Richmond
North Yorkshire

Postcode: DL10 6AQ

Telephone number: 01748 818401

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs P. Shepherd

Date of previous inspection: January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20704	T. Elston	Registered inspector	Mathematics Science Design and technology History Provision for pupils with English as an additional language	Information about the school The school's results and achievements How well are pupils taught? How well the school is led and managed? What should the school do to improve further?
19693	S. Hall	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?
19142	R. Lever	Team inspector	English Geography Information and communication technology Physical education Provision for pupils with special educational needs	
23081	C. Waine	Team inspector	Areas of learning for children in the Foundation Stage Art and design Music Educational inclusion	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small Church of England voluntary aided school for 97 pupils aged four to 11 years who are taught in mixed-age classes. There are 6 more boys than girls. The school serves rural villages north of Catterick. Around 12 per cent of pupils have special educational needs, with almost half of these having emotional and behavioural difficulties, but there are no pupils with Statements of their special educational needs; these figures are lower than national figures. Less than four per cent of pupils are eligible for free school meals, which is lower than the national average. Unusually, there are no pupils from ethnic minority backgrounds, nor with English as an additional language. During the last school year, 8 pupils joined the school other than at the usual time of first admission and 9 left it at times which were not those of the normal leaving or transfer for most pupils. This degree of mobility is higher than usual. The attainment of pupils on entry is average.

HOW GOOD THE SCHOOL IS

This is a sound school with a strong Christian ethos. The quality of teaching is satisfactory, and pupils make steady progress so that most attain national standards in English, mathematics and science by Year 6. The leadership and management of the school are sound, but the headteacher's heavy teaching load in the past has slowed down the school's development. Pupils enjoy school and behave well. The limited funds are managed capably, and the school provides satisfactory value for money.

What the school does well

- The very good provision for children in the reception classes gives them a flying start
- Good social and moral provision accounts for pupils' good behaviour and attitudes to work
- The school has made rapid headway in improving pupils' standards in information and communication technology (ICT) this year with the introduction of the computer suite
- The school's good focus on developing pupils' experimental skills in science ensures that nearly all attain national standards by Year 2 and Year 6.

What could be improved

- The standards achieved by higher attaining pupils in writing and mathematics
- The systems for the monitoring of teaching, which have not been in place long enough to raise standards of teaching and learning
- Standards in geography, which are too low because pupils have little work in the subject
- Links with parents, which are not good enough to involve them fully in pupils' work

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 improvements since the last inspection in 1998. Of the main issues from that report, the school has made good improvements in the standards pupils attain in ICT, the use of teaching assistants and the involvement of governors in the work of the school. Assessment procedures are better, but are still not used well enough to identify higher attaining pupils and ensure that they achieve sufficiently high standards. Standards are lower in this inspection in English, and similar in all other subjects except ICT where they have improved. While pupils' behaviour is good, it does not reach the excellent standards found last time. Curricular planning has improved in Years 1 and 2, as has spiritual provision throughout the school. Provision for children in reception classes has developed well, and is now a strength of the school. As before, parents feel they know too little about the work their children do at school. The school now has a secure basis for evaluating its work, and is soundly placed to improve further.

STANDARDS

The results attained by Year 6 pupils in the 2001 national tests are excluded from this summary because of the very small numbers of pupils involved. This year's results have yet to be confirmed. This inspection finds that, by Year 6, pupils' standards are average in all aspects of English apart from writing, where too few pupils attain higher levels. Standards are average in mathematics, but again, higher attaining pupils underachieve. In science, Year 6 pupils' attainment is average, and teachers' good emphasis on experimental work enables the most able pupils to attain appropriately high standards. In geography, standards are poor, but in all other subjects they are average. Children in the reception classes make good progress, and nearly all meet the nationally agreed targets by the time they leave the reception. Children do well in reading, and many exceed expected standards, but their physical development lags behind other areas because of the lack of easy access to a designated play area. By Year 2, pupils' standards are average in all subjects except writing where, as with older pupils, higher attaining pupils achieve modest standards. Given the pupils' average standards on entry, they are making steady progress. Pupils with special educational needs are included in all activities, and make satisfactory progress towards their targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are good. Pupils enjoy their work, and always try to do their best.
Behaviour, in and out of classrooms	Good. Pupils behave well in class and in the playground. Acts of bullying are uncommon.
Personal development and relationships	Pupils' personal development is good, and they are keen to take responsibility. Relationships are good throughout the school.
Attendance	Well above average, and pupils make the most of their time in school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	Satisfactory

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

The quality of teaching is satisfactory, and in nearly all lessons during the inspection pupils made at least satisfactory progress. Teachers' planning is satisfactory, but does not always meet the needs of all pupils when it provides too little challenge for higher attaining groups; that is why few attain the higher levels in the national tests in mathematics and writing. Literacy and numeracy lessons have a sound structure that teaches pupils important basic skills of reading and number. The very well-organised daily routines in the reception class enable the children to become used to the pattern of the day and respond quickly to the high expectations for behaviour, attentiveness and following instructions. For pupils in Years 1 and 2, the quality of teaching is satisfactory, and it is very good in Class 1 where reception pupils and Year 1 pupils are mixed. Here, lively teaching makes learning fun, and pupils make good progress. In Years 3 to 6, the quality of teaching is satisfactory; in the best lessons, teachers extend all pupils and they all learn quickly, but where it has shortcomings, teachers talk for

too long and pupils become bored. The quality of teaching is satisfactory in all subjects throughout the school. The teaching of pupils with special educational needs is satisfactory, and has a positive impact on their standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is sound, with provision for geography the only weakness. It is well organised with sound provision for literacy and numeracy, while giving pupils a wide variety of experiences. Provision for children in the reception class is very good. There is a good range of activities after school for older pupils but little for Years 1 and 2. Good provision for personal, social and health education teaches pupils how to live healthily and value the opinions of others.
Provision for pupils with special educational needs	Satisfactory. Pupils make steady progress towards their targets. Good support by teaching assistants who are well trained.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for pupils' personal development. Some good spiritual provision in times of prayer and in lessons, but some opportunities missed to develop pupils' spirituality further. The good provision for social and moral development shows in the way pupils behave and work productively together. Sound provision for multicultural development.
How well the school cares for its pupils	Satisfactory. The school cares for its pupils well, but first aid procedures are out of date. Good monitoring of pupils' behaviour ensures an orderly school. Assessment procedures are satisfactory, but not used well enough to extend all pupils.
How well does the school work in partnership with parents	The links with parents are unsatisfactory. Pupils' annual reports do not always say enough about how they can improve their work, and there is insufficient encouragement for parents to meet the staff.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. Good recent initiatives by the headteacher to raise standards by tracking pupils' progress and setting targets are starting to take effect. Now the headteacher is teaching less, there is more time for monitoring standards of teaching and learning. Not all subjects have co-ordinators, and this slows down their development.
How well the governors fulfil their responsibilities	They do this satisfactorily, and the governing body is led well by an enthusiastic new Chair. New initiatives to get governors more involved in monitoring the school are working well.
The school's evaluation of its performance	Satisfactory. New computerised systems help to track pupils' progress, but the monitoring of teaching has been slow to develop. Sound performance management procedures are helping staff to develop their expertise.
The strategic use of resources	Good. Funds for pupils with special educational needs are used effectively to support pupils and teachers, and the school has used grants well to address weaknesses in ICT. Sound procedures for securing the best value from its funds, and very good organisation of the budget by the Finance

	Officer. The supply of learning resources is satisfactory, and the new computer suite is having a good impact on standards in ICT.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Pupils' good behaviour• The way the school helps pupils to become mature and responsible• The strong Christian Ethos	<ul style="list-style-type: none">• The consistency with which homework is set• The range of extracurricular activities• The school's quality of communication with parents

The inspection team agrees with parents' positive views. Of the other comments, the team finds that homework is set with reasonable consistency and, while the range of extracurricular activities is satisfactory, there is little for younger pupils. The quality of the school's communication with parents is unsatisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Some analyses of trends in standards are made unreliable because of the very small numbers of pupils taking the national tests in both Year 2 and Year 6. One or two pupils achieving well or poorly, therefore, make a big difference in the overall scores, and help to explain wide variations in attainment from year to year, and even between subjects in the same year. In Year 2, for example, pupils' standards in writing were in the top five per cent of all schools in 1998, and in the lowest five per cent in 2000. In 2001, Year 2 pupils were well below average in mathematics, but well above in writing. Having said this, one pattern does emerge, and that is that few pupils exceed national standards by the time they leave, and the findings of this inspection largely confirm this trend. In 2001, for example, the percentage of Year 6 pupils attaining the higher Level 5 was below that of similar schools in English, and well below in mathematics and science. In this year's, as yet unconfirmed, national test results, none of the Year 2 pupils attained the high Level 3 in writing or mathematics. Year 6 pupils fared little better, with only one out of the 12 pupils who took the tests attaining Level 5 in English and two doing so in mathematics. By contrast, half the pupils did so in science, because teachers' planning pushes higher attaining pupils to attain appropriately high standards, especially in their experimental work. The school recognises the underachievement of its most able pupils, and has this as a priority on the school's improvement plan.

2. This inspection finds that children in the reception class do well; the good, imaginative curriculum and very good teaching promote good progress for all the children, particularly in speaking, practical and creative work and in the development of their confidence and independence. They achieve well and, when they enter Year 1, almost all pupils attain the levels expected for their age in each area of learning, and many exceed it in their personal, social and emotional development, speaking and creative development. Boys and girls make similar progress, and pupils with special educational needs make good progress towards developing their skills and knowledge. Children make steady progress in their physical development, but the lack of a designated and easily accessible play area restricts their further progress.

3. Standards attained by the current Year 2 pupils are average in reading and speaking and listening, but below average in writing. While most pupils use capital letters and full stops, their punctuation is often haphazard, and few write in more complex sentences. A similar picture emerges in mathematics, where, while overall standards are average, not enough pupils progress to more complex calculations. Year 2 pupils' standards are average in all other subjects.

4. Standards attained by the current Year 6 pupils are average in English and mathematics, and while the most able pupils are starting to achieve appropriately high standards, the proportion doing so is below what could be expected. In science, standards are average, and much of pupils' investigational work is of a good standard. Standards in all other subjects are average except in geography, where they are poor. Since the last inspection, standards by Year 6 are lower in this inspection in English, and similar in all other subjects except ICT where they have improved; this is the result of better resources, and pupils having the benefit of regular work in the computer suite.

5. Given the pupils' average standards on entry, they are making steady progress, and the tracking of the progress of pupils who have been in the school since the reception shows that nearly all make the rates of levels of progress expected of them. Children achieve well in the reception class, and parents are delighted with the progress their children make. As pupils move through the school, their progress is more erratic, and while pupils learn new skills satisfactorily, few develop the depth of knowledge necessary to attain high standards. Pupils with special educational needs are included in all activities, and make satisfactory progress towards their targets. As a result, all attain, or come close to, national standards in most subjects by the time they leave.

Pupils' attitudes, values and personal development

6. The children in reception, who have just started school, are settling into school routines very well and love coming to school. Already they are confident in getting out equipment, and concentrate well on their chosen activities. They listen carefully to their teacher, and try their best to carry out her instructions. This is because the adults working in their classroom have quickly developed an excellent ethos of spiritual and social development, which permeates all aspects of the curriculum for children in the reception class. The teacher has established a feeling of belonging amongst the children. This was very evident during an outdoor lesson when the teacher used 'parachute' games very successfully to develop the children's social and physical development. As each child held onto the edge of the large circular piece of fabric, they realised the importance of all lifting the cloth together, as instructed by the teacher. The teacher had developed trust amongst the children and there was a look of joy on their faces as the parachute rose and fell through their team effort. The children, including one who refused initially to join in, gained the confidence to run underneath the raised cloth. The lesson concluded by making the parachute into a tent, and there was much concern for one classmate who had gone to the toilet and was not inside with all the others.

7. The pupils in Years 1 to 6 have maintained their good attitudes found at the time of the last inspection. Nearly all pupils are enthusiastic in lessons, and this has a positive impact on their learning. This was seen in a Year 5/6 English lesson using the book 'The Secret Garden'. The pupils listened attentively to the teacher's instructions and worked hard to develop their role play, adapting and refining their roles as they put the character into different situations. They made suggestions confidently for improvement, and listened carefully to others' ideas. In some lessons, when pupils have to sit for a long time on the carpet listening to the teacher, they lose concentration and begin to fidget. Few pupils show much enthusiasm during assemblies. The limited opportunities for encouraging the pupils to explore and reflect on what animates them results in lack-lustre singing and passive attitudes during acts of worship.

8. At the time of the last inspection, when there were significantly fewer pupils, behaviour was judged to be excellent. It is now good, and the school operates as an orderly community. The school has worked successfully with pupils, parents and staff to develop its strong moral ethos through the 'Good Behaviour' policy. The pupils understand the consequences of their actions, and know that they will be rewarded for behaving well. They enjoy receiving awards for good behaviour, and there is a friendly rivalry in the dining hall for 'Table of the Week'. In lessons, the pupils know that adults who work in school expect good behaviour, and nearly all behave well in lessons as a result. Pupils behave well in the playground, and their good social skills are evident as they play happily in small groups; these skills are particularly evident when older pupils help younger ones in their skipping games. The pupils say that, although there is some bullying, the staff usually deal with incidents swiftly. One pupil was excluded in the last year for a fixed period because of violent behaviour. The pupils are trustworthy, and the caretaker is impressed by the respect the pupils show for the school premises.

9. The pupils' personal development is good. The inspection team agrees with the vast majority of the parents who say that the school helps their children to become mature and responsible by providing good opportunities for social development. This is particularly evident at lunchtime, when the 'family service' arrangements at the dining tables enable the pupils to learn good table manners and see the value of helping each other. Older pupils are keen to take responsibility for helping around the school, weeding the gardens, for example, and preparing the overhead projector in assembly. Relationships are good, and the boys and girls of all ages play together harmoniously. Through the sound opportunities the school provides for the pupils' cultural development, they develop a reasonable appreciation of the diversity of their own and other cultures. For example, the pupils study the traditions of Judaism, and have a sound awareness of religious festivals such as Diwali.

10. The pupils' attendance is very good, and has improved since the last inspection when it was good. The attendance rate of 95.6 per cent is well above the national average, and the unauthorised absence rate of 0.2 per cent is in line with that found in similar schools. The vast majority of pupils come to school on time and the school day starts promptly. The very good attendance has a positive impact on the pupils' learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

11. The quality of teaching and learning is satisfactory, and of a similar standard to that reported in the school's previous inspection. Parents are generally pleased with the quality of teaching, with 89 per cent of those replying to the pre-inspection questionnaire saying that it was good. The lack of regular monitoring of teaching helps to explain why, apart from in the reception/Year 1 class, few lessons are of a high quality, and two out of 22 lessons were unsatisfactory. The quality of teaching is satisfactory in all subjects except in geography, where insufficient evidence is available to make a judgement.

12. Teachers' planning of lessons provides a sound structure to pupils' work, but falls down when their expectations of the most able pupils are too low. This is particularly evident when teachers teach the whole class for too long, and pupils who could move on to harder work are held back; this is an important reason why too few pupils attain high standards in the national tests. The teaching of literacy and numeracy is of a satisfactory quality, and teachers display a sound knowledge of the national strategies.

13. For children in the reception class, the quality of teaching and learning is very good. There are excellent relationships between the adults and children and strong contacts with parents, who are enthusiastic about the class. The needs of every child are catered for in an exciting and creative way, with a wealth of opportunity for pupils to learn at first-hand in practical experiences that promote learning and personal development very well. There are clear learning targets for each lesson, and the adults continually assess and record pupils' progress towards these. The teacher makes good links between each area of learning. For example, in a mathematics lesson, a group of children played a shape game, based on their literacy text, 'Owl Babies', and, at certain points, selected the correct food for the owls to eat. This contributed to learning in literacy and knowledge and understanding as well as mathematics. A weakness lies in the lack of outdoor play activities; this reduces the effectiveness of teaching and learning in this area, although it still remains good overall.

14. In Years 1 and 2, the quality of teaching is satisfactory. Teachers teach the basic skills methodically, and pupils make steady progress in their reading and number. The new arrangement for teaching reception children with younger Year 1 pupils works well. Some parents were worried that the Year 1 pupils would be held back, but the teachers' good planning for both age groups ensures that all learn at their own pace, and make good

progress. The teachers have a good knowledge of the subjects they teach, and this gives pupils confidence to ask questions. Teachers' management of pupils in these classes is satisfactory, but when, as in a Year 1/2 lesson on subtraction, the teacher spends too long with individual pupils in whole class sessions, they soon get bored and start to chatter. This slows down the pace of learning and leads to unsatisfactory progress.

15. In Years 3 to 6, the pace of teaching and learning is usually brisk, but suffers when teachers spend too long talking. One mathematics lesson, for example, started well with the teacher firing questions at pupils that were carefully matched to their ability. This worked well; it involved all groups of pupils and ensured that they made good progress in their understanding of subtraction. When one pupil with special educational needs started to lose concentration, the teacher asked him a question that she knew he could answer; he beamed with pride as he provided the correct answer, and his interest returned. The session when the teacher taught a new skill, however, went on for too long, and this meant that after 30 minutes, higher attaining pupils were held back, and pupils with special educational needs had lost interest. Teachers' marking is done promptly, but too often fails to set high enough standards for pupils; work that is untidy, and written with little care, is often marked with a congratulatory comment that does little to aim pupils towards high standards. Teachers are confident using computers to make learning interesting for pupils. In one history lesson, for example, pupils' understanding of the Vikings was enhanced by good research in the computer room as they used Internet sites to find evidence for their projects. Higher attaining pupils developed their independence well in this lesson, when they conducted their own research while others were using books in the classroom.

16. The quality of teaching and learning for pupils with special educational needs is satisfactory. Pupils' targets set by teachers are challenging but achievable. They focus mainly on literacy, numeracy and behaviour, and provide a sound structure for pupils' learning. Pupils are supported well in many lessons by well-qualified teaching assistants, who ensure their inclusion in all activities.

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

17. The curriculum is broad and reasonably balanced, as at the time of the previous inspection, and provides appropriately for pupils' academic and personal needs. It meets all the statutory requirements for the National Curriculum and the reception class, which is an improvement from the previous inspection when the school did not ensure that the full requirements for ICT and physical education were met. The school provides equal opportunities for all its pupils, and there is no significant difference in achievement because of gender, disability, race or culture. The school ensures that all pupils have the opportunity to take part in the full range of activities provided, and teachers' questioning of pupils and allocation of jobs within the classroom show no bias towards any group.

18. A significant amount of teaching time is allocated to English and mathematics, and this means that time for other subjects, particularly geography, is restricted, and some skills and knowledge are not taught progressively or in sufficient depth. The difficulties of developing skills in the two-year rolling programme of work have occasionally resulted in some repetition of topics; the school has recognised these difficulties and put good new policies and schemes of work in place to rectify them.

19. The curriculum for children in the reception class is very good in most areas of learning. However, that for physical development is limited by the lack of a secure outdoor area and resources for riding, climbing and balancing to help children to develop greater control of their bodies. Children have no opportunity to choose to play outdoors if they wish, but do take part in playtimes with older pupils. The indoor curriculum is imaginatively planned to excite children's interest in their work. There is excellent provision to develop children's confidence and social skills, so they quickly settle into school routines, develop their self-esteem and have very good attitudes to learning. Planning is better than at the time of the previous inspection, and indicates learning targets for each age group in the class, as well as for lower, average and the most able children within both age groups.

20. Planning for the curriculum in Years 1 to 6 has improved since the previous inspection, and now identifies clear learning targets for areas of study and each lesson. Planning follows the guidance of national schemes of work and those designed by the local education authority. However, as before, assessment information is not used sufficiently to ensure a good match of work for all pupils, and the curriculum lacks challenge or interest for some, particularly higher attaining pupils. National Literacy and Numeracy Strategies are fully in place, and useful additional lessons are provided for reading and writing. Teachers are providing some opportunities for pupils to apply their literacy and numeracy skills in other subjects, such as history and design and technology, but some opportunities are missed because the approach is not a systematic one. ICT is not fully incorporated into all subjects, but the school has made a sound start on developing this aspect of study using the new computer suite.

21. There is sound provision for pupils with special educational needs, and the school complies fully with the requirements of the new national requirements. The curriculum is well organised so that these pupils take a full part in all activities. Pupils' individual targets provide a sound focus for teachers and teaching assistants to plan work to improve pupils' skills.

22. A programme of personal, health and social education provides satisfactory opportunities for pupils to discuss issues that affect their own lives regularly, and receive sound guidance on sex education and the dangers of the misuse of drugs. An annual residential visit for pupils in Years 5 and 6 promotes this aspect of school life well as pupils learn to live with others, away from the security of home. The curriculum is enhanced by a sound range of visits to make learning come to life. For example, children in the reception class visited a farm when learning about animals, and pupils in Years 3 and 4 visited Hadrian's Wall to support their work in history.

23. Considering the size of the school and the numbers of staff, there is a satisfactory and varied programme of activities outside the classroom. However, none of the current activities are available to pupils in Years 1 and 2.

24. The school makes sound use of the local community to enrich learning. Good links with the local playgroup helps ease pupils' entry to the reception class, and provide the school with valuable assessment information. There are some links with other local primary schools, but these are not developed well enough to enrich the curriculum.

25. The provision for pupils' spiritual, moral, social and cultural development is good overall, as it was at the previous inspection. Spiritual provision is excellent in the reception class, where it permeates all aspects of the work of the pupils. This was seen to very good effect in pupils' use of *journey sticks* in the imaginary Dragon Land experience the teacher provided at Fountains Abbey. Pupils' spirituality is enhanced through religious education lessons, when pupils learn about the many world religions, but the school misses opportunities to develop pupils' depth of feeling in other subjects. The good provision for

pupils' moral development is founded on the high expectations that staff have for pupils' behaviour. Staff make clear distinctions between right and wrong, and this explains why pupils are well behaved in and around the school. The good provision for pupils' social development creates a strong sense of identity in a school where everyone is supported, and all are keen to help others. A good range of responsibilities is given to pupils to develop their social skills and sense of responsibility. Pupils are included in the formulation of classroom rules, and all classes display a statement of mutual respect.

26. There is sound provision for cultural development. Pupils are given good opportunities to take part in performances both in school and as part of the local community. There are opportunities through the curriculum to learn about the cultural and faith traditions of Britain's multicultural population, but few opportunities are given for visits or visitors from other faiths, and little evidence in the displays around the school that this is a culturally diverse society. This was also the finding of the previous inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. The school has satisfactory procedures to ensure the pupils' welfare, health and safety. Most teachers know the pupils well, and give good personal support to pupils on a day-to-day basis. Other adults working in school, including support staff, midday supervisors and the school Administrative Officer, also make valuable contributions in caring for pupils. Parents value the support given by the headteacher when pupils and their families have difficulties. The procedures for monitoring and supporting pupils' personal development are good, and teachers make helpful comments in the pupils' annual reports.

28. The school has satisfactory arrangements for child protection, and has drawn up a sound policy. The headteacher and other adults working in school are aware of the school procedures. The school pays due attention to health and safety, but, during the inspection a number of minor concerns were brought to the attention of the school, including the need to ensure that fire drills are carried out regularly.

29. The arrangements for first aid are unsatisfactory. Pupils say that they are looked after well when they have an accident, but the school's procedures are out-of-date. Medicines are kept in a cupboard, but it is not locked, and there are no records of when medication has been given to pupils.

30. The school's procedures for monitoring and promoting good behaviour are good, and the success of these measures is evident in pupils' behaviour in class and around the school. The procedures for monitoring and eliminating oppressive behaviour are satisfactory, although the school has not drawn up an anti-bullying policy, which is a statutory requirement.

31. The school's procedures for assessing pupils' progress are satisfactory. This represents an improvement from the previous inspection. Teachers make effective use of guidance in the curricular documents to see whether pupils are working at the right levels, and this provides a clear picture of how well they are progressing. The weakness of assessment lies in the lack of clear ideas of how to use this information to push pupils to attain higher levels, and this is one reason why so few higher attaining pupils achieve as well as they could. Recognising this, the school has started to plot pupils' scores in the national tests and teachers' own assessments on a computer program to show their progress. This is a good strategy, but has not been in place long enough to raise standards of attainment.

32. The school uses assessment data from national tests and tests in school well to set suitably challenging targets for pupils with special educational needs. Detailed assessments

made on entry to school enable teachers to identify pupils' particular needs early, and these help teachers to address these needs without delay.

33. The school's procedures for monitoring and improving attendance are good, and absence levels are low as a result.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. Most parents and carers are satisfied with the school, but there is a wide range of opinions, from those who feel the school is excellent, and send their children here from some distance away, and those who are dissatisfied. The vast majority of parents who returned the questionnaire are pleased that their children enjoy school. They feel that behaviour is good, and say that the school helps their children to become mature and responsible. The inspection team share these parents' views.

35. Over a third of the parents who returned the questionnaire felt that the school does not provide a good range of extracurricular activities. This inspection finds that there is a satisfactory range of activities outside school for all but the youngest pupils. A significant minority of parents were unhappy about the way the school is led and managed, while others speak of the headteacher's *sound advice and experience providing invaluable support*, and the school as a *very valuable part of this community*. The inspection team found the school's leadership and management to be satisfactory.

36. Over a quarter of the parents who returned the questionnaire feel that the school does not work closely with them. The inspection team agrees with these parents; the school's links with parents are not good enough. Although the school responds appropriately when parents come into school with their concerns, for example about anti-social incidents, it does not do enough to reach out to parents. The school gives parents of children who are about to start school good information about what their children are learning, but the rest of the parents are offered too little information about classroom routines and details of what is being taught. Some parents say that the lack of information limits their ability to support their children at home. The home-school diaries provide a useful means of communication between staff and parents.

37. A significant minority of parents who returned the questionnaires felt that the school did not keep them well informed about how their children were getting on. The inspection team found that, throughout the year, the school provides satisfactory information about pupils' progress. The pupils' annual reports give parents appropriate information about what their children can do, but few contain enough information about how the pupils can improve their work.

38. The parents' involvement with the school is satisfactory. The parent governor is very supportive, and spends much of her time helping in school. The Friends Association works hard to raise funds and organise social events. A group of parents provided valuable assistance in renovating the environmental area. Parents enjoy attending events, and their attendance at the annual 'Open day' is good. A few parents help in the classroom, and many are keen to help on trips and residential visits. Parents are keen to support their children's learning and they make a good contribution, especially through listening to their children read and supporting homework projects.

39. Parents of pupils with special educational needs are appropriately involved in identifying their needs. They provide appropriate support, particularly in the reviews of their child's progress. Most parents are pleased with the support their child has at school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The leadership and management of the school are satisfactory. Until this term, as was the case at the time of the school's previous inspection, the headteacher had sole responsibility for the school's management, and her heavy teaching load meant that procedures for monitoring and evaluating the school's work were weak. Recognising this, the governing body agreed to restrict the headteacher's time in the classroom to two and a half days a week, and this was a good move. In addition, other staff have been given senior management responsibilities. Already this term, these moves have enabled the headteacher to work effectively with the local education authority and staff to set up good systems to monitor the quality of teaching, and make a start at tracking pupils' progress. While these systems are in their infancy, they are beginning to give sound support to staff, and have picked out important areas for improvement in pupils' work. Weaknesses in pupils' standards in mathematics and writing, for example, have been identified, and these are now priorities in the school's future planning.

41. The headteacher is good at recognising and using the strengths of the staff, and this is important in such a small school; in this way, for example, standards in ICT and music have been raised by utilising the skills of a very knowledgeable teacher, and recent training of teaching assistants has enabled them to work effectively with pupils with special educational needs.

42. The headteacher is using the expertise of the local education authority well to evaluate the effectiveness of the school's work. The good structure of the local education authority's self-evaluation package recently helped the staff to complete a good audit of the school's effectiveness over the period 2000-2001, and this included a useful appraisal by the staff on the headteacher's leadership and management. This is good practice, and has helped teachers and the headteacher identify appropriate targets to improve their performance. Until recently the headteacher has had little time to monitor the quality of teaching with sufficient rigour and this explains the wide variation in the quality of planning of lessons, the management of pupils and the usefulness of assessment procedures.

43. Like all very small schools, staff have many responsibilities for co-ordinating subjects. Nevertheless, most subjects are managed capably given the limited time co-ordinators have for monitoring.

44. The headteacher's relationships with parents are satisfactory, and they are happy with the strong Christian focus she adds to the school. While, however, some parents are very pleased with the school's management, there are some who feel strongly that the headteacher does not communicate with them well enough. A few, for example, were upset when Year 1 was split to accommodate extra numbers of pupils joining the school, and felt that they were not consulted about this significant change. In fact, the headteacher did contact parents to tell them about the new arrangements, but the unrest this caused shows that there is some way to go before all parents are in total support of the school. The headteacher runs 'Parents as Partners' meetings to canvas their views, and these work well. Good initiatives coming out of such meetings include the formation of a policy for the restraint of pupils, and the 'Good Behaviour Book' to celebrate pupils' good conduct.

45. The governors, well led by the knowledgeable new Chair, are enthusiastic, and provide sound support to the staff. They have a good awareness of the school's strengths and weaknesses, and most visit the school often to monitor their areas of responsibility. They are keen to raise pupils' standards, and are enthusiastic about their monitoring responsibilities. They work closely with the staff on the school's Improvement Plan, and this document provides a good direction for the school's further development.

46. The school's finances are in sound order, but there is little money left when staffing costs are met. The targets in the school's Improvement Plan have appropriate funds allocated to them, and spending is monitored well by the Administrator/Bursar, who provides very good support to the headteacher and governing body. The school has sound measures in place to get the best financial value from the funds. Governors and the Administrator have attended useful training on how to get the most out of the budget, and this has enabled them, for example, to compare the school's spending with that of similar schools. The decision by the governing body to use funds to release the headteacher from class teaching is a good one, and provides cost effective means of monitoring and evaluating the school's work. The Governors use the Standards Fund well to improve the school's provision, and the amount dedicated to the depleted mathematics resources last year was well spent.

47. The headteacher co-ordinates provision for pupils with special educational needs satisfactorily, and keeps useful records of the school's work with these pupils. The school has a good awareness of the need to include all pupils in all activities, and pupils with special educational needs take a full part in school life. The school makes good provision of teaching assistants, who provide valuable support, and ensure that pupils are included in all activities. The building provides easy access for disabled pupils, and there are well-adapted toilet facilities.

48. The accommodation is good, and allows the curriculum to be taught effectively. There is, however, no dedicated fenced outdoor play area for the reception class. This restricts children's physical development, as there is no appropriate outdoor area that would enable children to explore ways of using space, or for climbing and crawling over a range of challenging materials. The school has improved the pupils' access to ICT through the new computer suite, and additional computers and resources in this area have raised standards significantly since the previous inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. In order to raise standards, the governing body, headteacher and staff should:

- (1) ensure that the most able attaining pupils achieve the levels of which they are capable, especially in writing and mathematics, by:
 - using assessment information to identify these pupils and set challenging targets;
 - planning more activities to give them a deeper understanding of number;
 - raising teachers' expectations of the quality and quantity of pupils' written work; and
 - giving them more independent work rather than expecting them to sit in whole-class teaching sessions for long periods;(Paragraphs: 1, 3-5, 12, 15, 20, 31, 59, 62, 63, 65, 68, 69, 72, 73)
- (2) develop a consistency in the quality of teaching by regular and rigorous monitoring of teachers' practice;
(Paragraphs: 11, 42, 67, 75, 105)
- (3) raise standards in geography by ensuring that pupils are taught skills systematically through the school;
(Paragraphs: 4, 18, 90, 92, 93)
- (4) improve the quality of communication with parents by:
 - working more closely with them by finding out in which areas of the school's work they are dissatisfied; and
 - providing better information in pupils' annual reports about how they can improve their work; and
 - giving parents more information about the topics their children are learning about.(Paragraphs: 36, 44)

Other issues which should be considered by the school:

- develop more extracurricular activities for younger pupils
- improve outdoor play facilities for children in the reception class
- produce a policy for the consistent management of pupils' behaviour
- ensure that first aid procedures are reviewed regularly, and kept up to date.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	56

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	7	9	2	0	0
Percentage	5	13	32	41	9	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 almost five 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)	97
Number of full-time pupils known to be eligible for free school meals	4

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	12

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.2

Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	6	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	14	12
Percentage of pupils at NC level 2 or above	School	80 (71)	93 (86)	80 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	13	15
Percentage of pupils at NC level 2 or above	School	80 (71)	87 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Where the number of boys or girls in the year group are ten or fewer the individual results are not reported.

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

The results for Year 6 pupils are excluded because of the very small number of pupils taking the tests.

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	97	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	21.6
Average class size	21.5

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	40

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	197 171
Total expenditure	199 976
Expenditure per pupil	2 325
Balance brought forward from previous year	9 500
Balance carried forward to next year	6 695

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	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	97
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	31	55	2	10	2
My child is making good progress in school.	29	48	12	5	7
Behaviour in the school is good.	26	60	7	0	7
My child gets the right amount of work to do at home.	17	60	7	7	10
The teaching is good.	24	55	5	5	12
I am kept well informed about how my child is getting on.	24	45	14	10	7
I would feel comfortable about approaching the school with questions or a problem.	29	52	2	12	5
The school expects my child to work hard and achieve his or her best.	29	52	7	2	10
The school works closely with parents.	21	43	12	17	7
The school is well led and managed.	21	45	10	10	14
The school is helping my child become mature and responsible.	31	55	2	2	10
The school provides an interesting range of activities outside lessons.	24	33	19	17	7

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

50. Children enter the reception class at the start of the year in which they are five, attending part-time for their first term. Very few attend a Nursery school, but most attend a playgroup prior to school. On entry, children's attainments are wide ranging, but are average overall. The 18 children in the current intake are taught alongside a small group of Year 1 pupils by a teacher who is supported by a qualified classroom assistant for two days each week, and a volunteer for three days. Children had been in school only three weeks at the start of the inspection. The provision is a strength of the school; a good imaginative curriculum and very good teaching promote good progress for all the children, particularly in their speaking and creative work, and in the development of their social skills. They achieve well and, when they enter Year 1, almost all pupils attain the levels expected for their age in each area of learning, and many exceed it in their social development, speaking and creativity. This is an improvement on the previous inspection, when children made satisfactory progress. Boys and girls make similar progress, and pupils with special educational needs make good progress towards their personal targets. Whilst there is no specific provision for the pupils who are gifted or talented, work is appropriate to meet their needs, and they also make good progress.

51. The quality of teaching and learning is very good. The adults meet the needs of every child in an exciting and creative way, and provide many opportunities for children to learn by practical experiences, and this promotes their learning and personal development very well. The curriculum is planned imaginatively to the national guidance for children of this age, and adults make very good use of assessment information to match work carefully to the needs and interests of all children. Many of the classroom resources are home-made by the teacher, and richly enhance the school's satisfactory range of indoor equipment.

Personal, social and emotional development

52. Provision in this area of learning is excellent. Adults are very caring, sensitive and supportive, and promote children's confidence by praising their efforts and achievements. They set a very good example of co-operation for children to follow, and children make good progress in learning to work and play together constructively. Adults listen with interest to what children have to say, and children soon develop trust in them; they are very happy to come to school. Adults do much to encourage children to consider others' feelings. For example, the teacher often uses a baby dragon glove puppet to engage children's interest in lessons; this encourages children to empathise with him when he gets things wrong, and then they help him to get things right. Children learn that some actions are right and some are wrong, and that their actions affect other people. Their behaviour is very good, and they work together as good friends, sharing equipment and waiting patiently for their turn in activities. Most concentrate very well and enjoy taking responsibility, such as when they register themselves and their choice of activity when they enter each morning. Children take care of their own physical needs competently, such as when dressing and undressing themselves for physical education lessons.

Communication, language and literacy

53. The teaching of speaking and early reading skills is very good. Every opportunity is taken to develop children's vocabulary and improve their speaking skills in an imaginative way. Drama and role-play are used effectively in many lessons; for example, adults make

very good use of their voices to make stories come to life and to engage children's interest in all lessons. They exploit every opportunity to engage in conversation with children in direct teaching sessions or in free choice activities, such as when children play in the 'post office' or experiment with water. They insist on correct pronunciation when teaching letter sounds, so that pupils will be better able to link sounds together when reading or writing. Children mainly speak clearly, with many developing a rich vocabulary to express feelings or describe objects or events. Their spoken language and listening skills progress well, and are above average on entry to Year 1.

54. Children make a good start on the school's reading scheme, and parents provide good support at home. The classroom provides children with many opportunities to read and write for themselves, with many labels and captions, attractive books in an inviting reading area, and writing tools and paper in the role-play areas. By the end of the reception year, children are beginning to attempt their own writing. Children with less than average skills use letter shapes, those with average skills write a simple sentence and a few move on to writing several sentences and begin to use capital letters and full stops. While children make good attempts at spelling, writing is not always correctly formed or of consistent size. When children enter Year 1, reading is above average and writing is average.

Mathematical development

55. The quality of teaching is very good in this area, and children make very good progress in their mathematical understanding. The emphasis is on practical experience, both in direct teaching sessions and in activities when children choose for themselves what to do. By the end of the reception year, nearly all children count to 10 and record simple addition, and a few work with numbers beyond 10 and begin to subtract. Children know and understand simple properties of shapes and use them to create pictures. They enjoy many practical experiences that develop their understanding of shapes and measures, such as length, weight, height and capacity, and learn a good range of mathematical vocabulary. By the time they enter Year 1, nearly all attain the level expected for their age.

Knowledge and understanding of the world

56. The teacher provides interesting and very well taught lessons to deepen children's understanding of their world. They develop a good sense of place and time through studies of their environment and their own lives, and work in many areas is linked together to provide exciting learning experiences. For example, children read a story in a literacy lesson, observed, drew and painted fruits, developed these into sewn collages, and then constructed a clay house like that of the child in the story. Children grow seeds, observe frog spawn hatching in their wildlife area and develop a keen interest in nature. This work is enhanced by visits from a group who brought snakes, cockroaches and toads for children to examine. Children use computers well, and practise their literacy, numeracy and drawing skills confidently and independently. They type in their names and simple words, and control the movements of an electronic toy skilfully. Children use construction toys and materials well to build a variety of products. They explore the use of dry and wet sand and water, which is presented in many different ways, such as coloured and thickened, to engage their natural curiosity. They have a good knowledge of their own and other faiths, and by celebrating the significant religious festivals, such as Christmas, Easter and Diwali, are learning to respect the beliefs and values of others.

Physical development

57. Provision for this area is satisfactory, overall. Children make good progress in the control of small tools and equipment, such as pencils, brushes and scissors, through a wide variety of opportunities in work directed by the teacher and in their own choice activities. Twice weekly lessons in physical education help them make satisfactory progress in the control of their own bodies, and in developing an awareness of space and others. There is no secure area for daily outdoor play, and there are no wheeled toys or large climbing and balancing equipment. This is unsatisfactory as, although their attainments at the end of reception year match the levels expected for their age, children could achieve more.

Creative development

58. Creative development is a strength of the curriculum, and makes learning exciting for the children. They experience a multitude of creative activities in role-play, story and art and design throughout the whole curriculum. It enables all children to express themselves through a wide range of media, including computers, and children's art and design work is celebrated in many attractive displays. It contributes very effectively to children's personal development. Standards are above average when children enter Year 1.

ENGLISH

59. Standards at the end of Years 2 and 6 are below the findings of the last inspection, but remain generally close to the national average. Comparisons with standards at the previous inspection and with those found nationally are difficult, given the small numbers involved and the high proportion of pupils leaving and joining the school at times other than normal ones. In writing, nevertheless, it is clear that, as was the case in the previous inspection, more able pupils do not achieve well enough. A very recent report by literacy consultants, following detailed analysis of assessment data, gives very clear direction for the school to set curricular and learning targets.

60. By Years 2 and 6, pupils' standards are average in speaking, and in all years pupils listen attentively to their teachers and each other. In Years 1 and 2 pupils settle quickly in class; they listen attentively to the teacher and each other, and make suitable responses. They show increasing vocabulary and developing confidence. This is built on in Years 3 to 6 and, by the age of eleven, pupils listen with concentration in discussions. In a Year 6 lesson, the teacher managed a role-play lesson well, and pupils achieved well as they worked in groups. From their reading of 'The Secret Garden' they explored the character of Mary, and acted out a shop scene showing a good awareness of the need to use Victorian language in a period setting. They portrayed well the conventions of behaviour at the time, namely that *children should be seen and not heard*.

61. By Year 2, pupils' standards in reading are average. Most quickly gain a sound understanding of the use of letter sounds, which enables them to decipher new words. They read confidently, and show good skills of understanding what they are reading. The proportion of more able pupils attaining the higher Level 5 is broadly in line with that found nationally. The sound support provided for pupils with special educational needs enables them to know and understand how to use letter sounds, which increases their ability to read and to access other areas of the curriculum. Most pupils enjoy reading and all look forward to sharing books and reading to others. They talk about their favourite books with reasonable awareness, and a few have favourite authors. Pupils build steadily on their reading as they continue through the school and, by Year 6, they are mature in their choice of books. Many read regularly at home, use the public library for research as well as a source for more fiction, and are confident in using library classification systems. A few pupils show good understanding of what they read. They tackle difficult text with growing ease and confidence but have more

difficulty 'reading between the lines' to see hidden meanings. Pupils are able to choose their own reading material from a good selection of available books.

62. By Year 2, most pupils reach the expected Level 2 in writing, but, as was the case in the most recent national tests, no pupils exceed this level. A scrutiny of last year's work shows that pupils' writing is clear and well-formed, but few move on to joined writing. Although most pupils use capital letters and full stops, their punctuation is often haphazard, and few write in more complex sentences. There are limited opportunities for pupils, particularly more able groups, to write at length and extend their use of imaginative and structured language.

63. By Year 6, most pupils attain average writing skills, but few go beyond this. The scrutiny of last year's work shows that no pupils achieved Level 5; this was reflected in this year's national test results, although the teachers' assessments indicated that over 30 per cent of them were achieving the higher Level 5. However, the scrutiny shows that, too often, work in Years 5/6 was at an undemanding level, and did little to extend those capable of reaching higher levels.

64. The quality of teaching and learning is satisfactory throughout the school. Teachers have a sound knowledge of the National Literacy Strategy, and their lessons are suitably structured to teach pupils skills, give them opportunities to develop them further in group work and assess their progress at the end. In Years 1 and 2, pupils develop sound reading and writing skills as the teachers provide work that is matched well to pupils of different abilities. This ensures that pupils learn important basic skills, and the most able pupils are now starting to press ahead. The quality of teaching is very good for Year 1 pupils in Class 1 where the teacher challenges all pupils. She uses her voice well so that all pupils listen carefully and work hard all through the lesson. Using songs and puppets she produces exciting lessons that motivate and extend pupils of all abilities.

65. In Years 3 to 6, while the quality of teaching is satisfactory, teachers do not always provide sufficient opportunities for pupils to write at length or for a variety of purposes, and this limits the way pupils learn to sustain ideas and use more imaginative vocabulary. Work is often not well presented, and written mainly in pencil. Teachers do not pick this up in their marking, and miss the chance to demand a higher standard. There are many examples of higher attaining pupils, for example, being complimented for work which is clearly below their best. The best work is evident in the good quality independent homework projects for pupils in Years 5 and 6. For example, one higher attaining pupil used a range of texts, graphics and digital photographs to produce an excellent study. Work was well structured, well presented and completed with obvious pride. This clearly showed that he was capable of a far higher quality of work than was evident in his books. These projects were well assessed by the school, but have not yet been extended into day-to-day practice. Where teachers' expectations are high, as in Years 3 and 4, pupils' written work is at a higher standard. Here, pupils take more care with spelling and presentation, and are developing a good awareness of the importance of punctuation. A story with chapters shows evidence of sustained writing, and a Year 3 pupil set the scene and introduced anticipation at the end of her first chapter of a story about a guinea pig when writing: *Just at that moment Tim came in to cuddle him. He opened the cage when the phone rang. He went to answer it. Pip was free!!*

66. The school is aware of weaknesses in the teaching of English, and has started to use the information gained from the consultants' report to improve the quality of lessons. While this is having a good impact in some classes, the lack of systematic monitoring of lessons explains why it does not yet permeate all teaching. In a good Year 3/4 lesson, for example, the teacher used a non-fiction text linked to the topic on Vikings, in line with the report's recommendations. Pupils were attentive and showed a sound understanding of the main

points as they identified key words. Those experiencing difficulties were well supported, and the higher attaining group worked hard to use the key words in their own summaries. In contrast, in a Year 5/6 lesson, the task based on a grammar exercise did little to enthuse pupils or to extend the older more able ones.

67. The English co-ordinator has little time to fulfil her role. She looks at planning, but does not monitor teaching or review pupils' work, and this holds back further developments in English. The school has developed sound assessment procedures that show pupils' progress, but does not use this data well enough to show the next steps that will move pupils on to the next levels. The school is aware of this, and the co-ordinator has started to work with consultants to analyse the data from assessments using a computer program. This has proved useful; it has identified areas for development and set appropriate targets. Book resources are adequate, and the library is appropriately used to find fiction books and research for topics. ICT is used more now than at the previous inspection, and now provides sound support for the teaching and learning of English across the school. Pupils use a range of word processing tools to enhance their written work, and Years 5/6 are currently working well on a multimedia presentation.

MATHEMATICS

68. Pupils in Year 2 and Year 6 attain average standards in numeracy and all other areas of the mathematics curriculum. This finding is similar to that of the previous inspection judgement. The standards by Year 2 found in this inspection show a marked improvement on national test results over the last three years, and more accurately reflect the, as yet unconfirmed, results this year. In recent years at both Year 2 and Year 6, even given the small numbers of pupils taking the tests, the school fares poorly when compared with similar schools, because while the bulk of pupils attain the expected Level 2, too few of them move on to attain Level 3. The school has started to analyse pupils' scores in the national tests to see where improvements in the teaching need to be made. This is a good step forward, and the extra work on number calculations is starting to improve their numeracy skills.

69. Overall, pupils achieve satisfactory standards given their average attainment on entry. Pupils with special educational needs are included in all mathematical activities and make steady progress towards their targets; by Year 6 all are at, or close to, national standards. The most able pupils, however, underachieve, and few attain the levels of which they are capable.

70. By Year 2, most pupils use mental recall of some of the addition and subtraction facts to ten and order numbers correctly up to 100 and beyond. Some pupils find difficulty when doing subtraction problems, especially when the missing number is the initial one, such as ' $X - 2 = 5$ '. A few select their own methods for working out problems, but many find this hard, and rely on the teacher. The school's recent focus on shape and measure is enabling pupils to identify two and three-dimensional shapes quickly and accurately. Pupils collect simple data to construct block graphs, but this work is below average because they have too little practice.

71. By Year 6, pupils have a sound range of strategies to solve problems, to do with the ratio of forests to deserts in geography-based work, for example, and this shows good improvement from the last inspection when this was a weak area. They work with number with reasonable confidence, and set out their sums neatly to avoid unnecessary errors. Most know their multiplication tables well, and have a quick recall, for example, of all multiples of seven. Pupils' work on time, using the 24-hour clock is of a good standard, as is their calculation of bearings from a given point. Nearly all pupils have a sound understanding of perimeter, and recognise the properties of common shapes. Pupils represent data

competently using graphs, and higher attaining pupils' work on time and distance, producing a line graph of their results was of a good quality.

72. The quality of teaching is satisfactory throughout the school. In Years 1 and 2, teachers are well organised with resources ready for use and support staff are aware of what they are required to do. Good control of the pupils is maintained with a friendly but firm atmosphere within the classroom. Teachers successfully involve all pupils by naming them and switching the focus of their questions from one to another. Pupils respond well to this method and are attentive and willing to explain how they found the answer. Other methods, such as open-ended questioning, enable pupils to reflect and think for themselves. Lessons start well, with lively mental work, and this helps pupils' confidence in the basic skills. This is where the pace of teaching and learning is at its best. When lessons lose pace, and the quality of teaching and learning is unsatisfactory, the teacher talks for too long, and this means more able pupils sit for too long doing the same work as others, and miss the chance to move ahead. In the best lesson, the teacher made sure pupils maintained their interest by starting briskly with pupils counting quickly up and back in ones and tens, and then moved on to work on common shapes. Pupils were gripped by the teacher's lively approach and exciting resources. As soon as they had grasped the concept, the teacher quickly returned pupils to their desks, and they could barely wait to get started on group work that was carefully matched to their abilities. All worked hard throughout, and made very good progress in their understanding of shape.

73. In Years 3 to 6, teachers' planning is sound, and provides appropriate challenges for pupils of different abilities. This contrasts, however, to work seen in the scrutiny of last year's books when higher attaining pupils worked for much of the time on the same tasks as others. Teachers work hard at making lessons fun, using a bird puppet, for example, to ask pupils questions on multiplication tables, and this captures their attention. Teachers are good at including pupils with special educational needs in their questioning, tailoring the level of challenge very carefully to give pupils a good chance of success. This works very well, and pupils show great pride when they are seen to be contributing to lessons as much as anyone. Occasionally, lessons lose their impact when the pace drops as teachers carry on an activity too long, particularly in the whole class sessions. This is when more able pupils tread water, and soon show signs of boredom as they fidget and chatter to each other.

74. Teachers make sound use of mathematics across the curriculum, and link some good work with ICT. For example, graphs and measurement are used in science and geography, and computer programs are used to help pupils understand reflective symmetry and databases.

75. The subject co-ordinator provides sound support to teachers, and has a clear understanding of what is required to raise standards. A good recent initiative was to involve a consultant to look at the teaching of mathematics throughout the school, and develop a computerised system for tracking pupils' progress. This is important, because the school is struggling to find an assessment system that is useful, manageable and able, for example, to direct teachers towards ensuring that higher attaining pupils achieve appropriate standards. There has been no recent monitoring of teaching by the co-ordinator because of time constraints, and this helps to explain the inconsistencies in the quality of teaching and learning.

SCIENCE

76. Standards in science are average by Year 2 and Year 6, and similar to those in the previous inspection. These results do, however, show a significant improvement on the 2001 national test results for Year 6 pupils when standards were well below average. The school has worked hard to improve curricular planning and develop pupils' skills in understanding investigations, and these initiatives are paying good dividends. Pupils make sound progress in science; all are achieving in line with national standards by Year 2, and nearly all are by

Year 6. Pupils with special educational needs do well, and while they sometimes struggle with the recording of their work, their scientific understanding is often in line with that expected or their age. More able groups of pupils achieve in line with their abilities, and in the latest, unconfirmed, national test results half the Year 6 pupils attained the higher Level 5.

77. By Year 2, pupils record the growth of plants in different conditions with average skill. They name the parts of a plant accurately, and, because teachers let them explore plants around the school grounds, understand that they come in different shapes and sizes. They use sound illustrations to show step-by-step stages of their experiments, and they are good at testing their theories. Nearly all pupils display an average knowledge of forces, and show by experimentation how different forces can be seen at work in the classroom. Pupils have a good knowledge of the main parts of the human body, and the effect that healthy and unhealthy foods have on our well-being. Pupils have an average understanding of how materials can be classified into groups, and speak with confidence about how different materials have specific uses.

78. Year 6 pupils use the resources that they are given for experimental work with good skill, and a few have the confidence and skills to devise their own experiments. Pupils talk knowledgeably about the requirements for a fair test, and are quick to suggest variables to test, for example, the strength of different magnets. Their experimental work on dissolving shows a good awareness of how to separate salt from a solution, and, when testing how much air is trapped in gravel, pupils record their findings on very clear tables. Pupils describe the functions of important human organs with reasonable skill, and have a good understanding of food chains. Their work on materials is of a good standard, particularly that on reversible and non-reversible changes. They have an average knowledge of forces, and how gravity works.

79. The quality of teaching and learning is satisfactory throughout the school. Teachers have a sound scientific knowledge, and this ensures that pupils learn basic scientific skills systematically from Year 1. Teachers set the scene for the lesson well by informing pupils of the lesson's objectives, thereby making it easy to assess pupils' progress towards these goals at the end. Teachers manage pupils' behaviour well, and this ensures that full use is made of the time available. In Years 1 and 2, teachers provide lots of experimental and practical work, and this gives pupils a good start in their scientific awareness. The teachers' questioning is effective, because it is directed carefully at all groups of pupils so that, while one pupil is delighted to be able to answer a simple question on his favourite food, another will be asked to analyse findings on a graph about the favourite food in the class. Teachers make pupils think by using challenging questions which expect pupils to recall previous learning. This creates a good link between old learning and new, and helps pupils' overall scientific understanding. Teachers' planning is sound, but where there are weaknesses, the introductory session is too long, pupils become restless and they lose concentration.

80. In Years 3 to 6, teachers ensure that pupils have extensive experience of experimenting, and this develops their scientific skills well. Teachers are well-prepared with resources ready to hand, but when they talk for too long, pupils start to become restless and their rate of learning slows. Teachers link lessons together well, recapping on previous work so that pupils see the point of the current lesson. This is good practice, and ensures a steady progression of pupils' learning. Teachers have high expectations of pupils, and plan a variety of group tasks appropriate for all groups of ability. In a Year 3/4 lesson, for example, some pupils were given the apparatus to test their magnets, while more able pupils had to select their own, and this ensured that they were all working at a sufficiently high level.

81. The subject is capably managed by a knowledgeable co-ordinator. Pupils' work and teachers' planning is monitored, and the co-ordinator is to start monitoring the quality of

teaching later this term. The school uses the assessment system of the national curricular guidelines, and this provides a clear picture of pupils' skills. Learning resources for science are sound, and teachers make good use of the school grounds and pond to study animals and their habitats. The pupils show good attitudes to the subject, take care of resources well and co-operate successfully in group work. The subject makes a good contribution to the pupils' spiritual and moral development, for example, through the study of the life cycle.

ART AND DESIGN

82. By Years 2 and 6, standards are average and pupils' achievement is satisfactory. No lessons were seen in Years 1 or 2 during the inspection and further evidence comes from analysis of pupils' work, teachers' planning and discussion with the co-ordinator. Improvement in the subject since the school was previously inspected is satisfactory.

83. Year 2 pupils work in a sound range of media in both two and three dimensions. They have a sound grasp of the work of famous artists, and reproduce their style in a range of different media. For example, they use paint, collage and a computer graphics programme, and study the work of Jackson Pollock before producing pictures in similar style. This work is built on well in Years 3 to 6, and pupils show developing skills when drawing with close observational detail and when expressing mood and feelings in their pictures. A few pupils produce work of a good standard, particularly when creating landscapes. Throughout the school, pupils observe objects carefully through a viewfinder, and represent accurately what they see in their own pictures. Pupils use sketchbooks to plan work and experiment with media, such as pencils of differing softness, and in this way they learn which is most appropriate to their needs. However, these are not sufficiently used to improve on initial ideas or maintain a record of progress.

84. Although it was not possible to observe teaching in Years 1 and 2, other evidence indicates that its quality is satisfactory, and promotes sound learning. Only one lesson was observed during the inspection, in Years 3 and 4. This was satisfactory, but other evidence from pupils' work shows that teaching is sometimes good and leads to good learning. Teachers in Years 3 to 6 have good expertise, and use this well, sharing their knowledge and enthusiasm with pupils, and helping them to understand the use of different techniques and media to improve their work. Pupils have ample opportunities to make decisions about their own work, and the way teachers encourage them to experiment and evaluate their success helps pupils develop their social skills. In the lesson observed, most pupils listened well to the teacher's explanation and instructions and worked sensibly, but the unsatisfactory behaviour of a very small minority slowed the pace of the lesson, and this affected the learning of other pupils. Pupils take pride in their work, and teachers show how much they value pupils' efforts by displaying their pictures attractively. This provides a good model for other pupils, enhances their self-esteem and contributes well to pupils' personal development.

85. The subject co-ordinator gives useful advice to staff, but there is no formal system of checking the quality of teaching and learning, and this limits her awareness of overall provision or standards. The school does not have a system for assessing pupils' work, and so teachers do not have enough information to match the work to the needs of all pupils, or check their progress in skills, knowledge and understanding.

DESIGN AND TECHNOLOGY

86. Pupils' work in design and technology is average by Years 2 and 6; because of lack of evidence, no judgements were made about the subject in the last inspection. This represents sound achievement given their average standards on entry, and pupils with special educational needs often do well to produce some of the best work. Years 1 and 2 pupils make a sound start in their model-making, getting an early feel for movement in their models, and accuracy in their building. They make good models with winding mechanisms, and use well-labelled designs to plan their work. In food technology, pupils produce sound designs of sandwiches, and evaluate their work well, with comments such as, *it looked tasty, it smelt of bread and it tasted delicious!*

87. By Year 6, pupils work methodically to gather information about a project, and generate a reasonable number of ideas. Their designs are labelled clearly, but they rarely progress to step-by-step diagrams of what they intend to do. Pupils are good at examining their work critically, making comments such as, *the lid on my box does not shut properly*, and this helps them improve. Pupils develop this further by evaluating their work using a grading system, marking their sandwiches, for example, on a scale from one to five. Pupils' making skills are average, and most take care with the finish of their projects. Their fairground models, for example, were painted carefully to capture the effects of real constructions. Pupils make effective use of off-centre cams, pulleys and levers to create movement in their models, and take great care with measuring as they make good use of their numeracy skills. They have a sound understanding of how to use tools accurately, and construct good wooden frames using card triangles to give them strength. Pupils work well in groups and show good social skills, as was seen in a Year 5/6 lesson when, without being asked, they helped others who were struggling to meet the teacher's deadline.

88. The quality of teaching and learning throughout the school is satisfactory. The lessons seen, the analysis of pupils' work and photographic evidence show that teachers provide a wide range of work to address all areas of the curriculum. Teachers have a good regard for safety when, for example, pupils use sharp tools. They demonstrate skills well, and this gives pupils the basic skills to cut, drill and join accurately. Teachers' planning is comprehensive, and gives appropriate attention to the development of pupils' skills. Teachers make good links with other subjects, such as art and design, history, geography, music and science; this works well, giving an added purpose to pupils' work.

89. A good scheme of work provides useful guidance to teachers; it states clearly how pupils' skills should progress through the school, and how this progress should be assessed.

GEOGRAPHY

90. During the inspection, because of the arrangement of the timetable, it was not possible to observe any lessons. Judgements are based on evidence of a limited amount of last year's work, discussions with teachers and pupils and on the school's planning and records. The indications are that average standards are achieved by Years 1 and 2 and in Years 3 to 4 but pupils' skills, knowledge and understanding are poor at Year 6; the subject was given very little time last year, and pupils had few opportunities to make progress. Planning shows that appropriate areas of study from national guidelines are in place for this year. The subject was not reported on at the previous inspection because of a lack of evidence.

91. While it is not possible to make an overall judgement on the quality of teaching, the analysis of work shows pupils in Years 1 and 2 have been taught appropriate early map work skills. The teaching successfully used the pupils' own local knowledge, and they have drawn satisfactory maps in their study of the village and the school grounds. Discussion with Year 2 pupils shows that they have a reasonable knowledge of localities beyond their own, and talk about some of the places they, and 'Barnaby Bear', have visited. They talk confidently about what is attractive about the local area, and how it is different from nearby towns. They like Scorton, for example, because *it is quiet and peaceful*. They compare the features of the country and towns using appropriate geographical terms for their age.

92. The teachers in Years 3/4 ensure that pupils build on their knowledge and skills. Pupils have studied a range of maps, and have produced accurate maps of the local area. They use appropriate symbols and a key, and have extended their knowledge of the human and physical features of Scorton and Bolton-on-Swale. Discussions with Year 6 pupils showed that they had limited geographical knowledge, and a poor understanding of geographical terminology. When given the opportunity, however, pupils make sound progress. On a residential visit to East Barnby, for example, they learned much about the coastal environment. Resulting work shows that they recognise the processes of erosion and deposition, and know how these processes shape and change the coastline. The resulting homework projects on their experiences were of good quality and incorporated some geographical experience. However, there was little recorded in geographical terms.

93. The subject makes a sound contribution to pupils' spiritual, moral, social and cultural development as they become aware of environmental issues and look at other countries and cultures. Limited written recording does not extend the older pupils' ability to write at length, or to develop appropriate technical vocabulary. The use of ICT is not well developed, and is a further example of the low priority given to geography in the school.

HISTORY

94. By Year 2 and Year 6, standards in history are average. This is in line with the judgement of the previous inspection. Year 2 pupils show sound early research skills and have a suitably developed sense of chronology for their age. In their study of Victorian times, Year 2 pupils show a good knowledge of Victorian houses, and learn much from visits to local buildings of that age. They show a sound understanding of how life was different then, and use their literacy skills well to write about Victorian people visiting the seaside.

95. By Year 6, pupils have progressed from assimilating facts to making sense of them, judging whether, for example, life was easier or harder in Ancient Egypt compared with today. The school has improved the amount and quality of written recording of pupils' work, which was a weakness in the last inspection. Year 4 pupils' work, for example, on the Egyptians is presented very well in bound files; much of the historical investigation is of a very good quality, and pupils make good use of their literacy skills. Year 6 pupils develop this further, making very effective use of 'bullet points' to bring out the main themes in their work comparing life in Athens and Sparta. Pupils use the Internet well to further their knowledge, and this works very well, developing their independence, and teaching them how different sources yield contrasting pictures.

96. Pupils achieve sound standards throughout the school. Pupils with special educational needs develop a sound historical knowledge, but sometimes their written work is sketchy. Higher attaining pupils achieve well, and benefit from the good opportunities teachers provide to conduct their own research on computers and in books.

97. The quality of teaching and of pupils' learning in history is satisfactory. Throughout the school, teachers show confidence in teaching the subject, use appropriate vocabulary, focus well on historical skills and have reasonable expectations of all groups of pupils. These qualities give pupils a thorough knowledge of history, and challenge all of them to produce their best work. Strengths in the teaching of history and its effect on learning were evident in a Year 3/4 lesson about the Vikings. The teacher was well prepared, and pupils were quickly locating references to the Vikings on an historical website. Moving back to the classroom, the teacher made good links with previous literacy lessons by referring to the contents page and index so that pupils could find information quickly. Pupils then progressed to group work, and while the teacher worked effectively with the lowest ability group, more able pupils worked independently in the computer suite to conduct their own enquiries. By the end, all pupils had enjoyed the lesson, and all had made good progress in their understanding of the Vikings. Teachers mark pupils' work well, adding helpful comments to develop pupils' skills further. Comments such as *good facts, but next time add reasons* do much to push pupils to attain higher levels.

98. A sound policy supports the teaching of the subject, and the school makes sound use of the units of work in the nationally recommended curriculum guidelines and associated assessment procedures. The temporary co-ordinator monitors standards effectively, and ensures that all aspects of the curriculum are covered. Curricular provision is enriched by visits to museums to give pupils interesting experiences of 'real' historical sources, and visitors to give first-hand accounts of life in the past.

INFORMATION AND COMMUNICATION TECHNOLOGY

99. Standards have improved quite significantly since the previous inspection when they were well below average. They are now in line with the national average for pupils at the end of Years 2 and 6 and National curriculum requirements are now met. The ratio of computers to pupils is now above the national average, and the new computer suite is well used; these improvements are having a good impact on pupils' standards. Other resources, such as a digital camera, are being used effectively to support work across the curriculum.

100. The quality of teaching and learning in all aspects is now satisfactory. Teachers have improved their expertise as a result of attending a national training programme, and are much more confident users of computers than at the previous inspection. By the end of Year 2, pupils are confident in producing text and pictures, and handle and display simple data. They plan and command a range of controllable toys, and talk about their experiences inside and outside school. By Year 6, pupils display average skills in the way they use sensors to measure data, and explore patterns and relationships with the aid of computer simulations or models. Pupils make sound use of computers in other subjects, as was seen when Years 3/4 researched and recorded work on the Vikings. They use word processing effectively across the curriculum to present their work and handle data in mathematics. Pupils are confident using the Internet, and use e-mail to communicate with others. In the Year 5/6 lesson observed, the teacher showed good knowledge and skills as he extended pupils' skills in presenting work using sound and moving images. Pupils were attentive, and learnt much about how to use the sound buttons and 'hyperlinks'. The teacher made very good use of technical language in this successful lesson, and this helped pupils master the correct terminology.

101. The co-ordinator and the ICT governor provide good leadership, and show clear understanding of future development needs. The subject enhances pupils' personal and social development as they work well together and support each other's learning. The supply of resources is good, and the wide range of programs is used well. A policy for the safe use of the Internet is in place.

MUSIC

102. Only two lessons were observed during the inspection, in Years 5 and 6 and judgements are supported by observations of pupils singing in assemblies. Standards at the end of Years 2 and 6 are average, and pupils' achievement is satisfactory. This maintains the standards of the previous inspection. Since the previous inspection, the school has adopted a new scheme of work, but this is not yet having an impact on standards at the end of Year 6. As at the time of the previous inspection, singing is a weakness, with pupils all joining in but showing little enthusiasm; this is particularly so of the boys in Years 5 and 6. Whilst the school is aware of this and has made various attempts to improve their attitude to singing, there is little change.

103. At the end of Year 2, pupils hold and play a range of percussion instruments correctly. They have a reasonable knowledge of different musical elements such as rhythm and pitch, and play long and short, high and low notes, keeping in time. This work is built on satisfactorily through Years 3 to 6, and the oldest pupils enjoy reading and composing simple musical scores, selecting their tuned and untuned percussion instruments. They show an average knowledge of famous composers, and know how they structure their music to create effect. For example, pupils know how Strauss used brief passages and repetition to create effect in Also Sprach Zarathustra, and why this has been selected by others for use in films or advertisements to create dramatic effect. They particularly enjoy working within a group, experimenting with sounds and creating a structured piece of music together. Whilst they learn the words for songs quickly and sing in time, with reasonable tunefulness, few pupils enjoy singing, and their attainment is below average for their age. They have not yet recorded their own pieces of music, but this is planned for later in the term.

104. The quality of teaching and learning is satisfactory, and sometimes good in Years 5 and 6, where the class teacher is a specialist musician. Lessons are planned satisfactorily, with clear learning targets. In the good lesson observed, the well-balanced range of activities proceeded at a good pace and maintained pupils' interest. In the less effective lesson, the pace was slower, and although pupils behaved well, they did not display the same enthusiasm about their work. There are good opportunities for all pupils to learn to play tuned instruments, such as recorders, guitar, violins or keyboards, which enrich the curriculum and allow those with musical talent to make sound progress.

105. The leadership and management of the subject are satisfactory, but the co-ordinator has no opportunity to gain an overview of provision or standards by checking the quality of teaching and learning. The subject makes a good contribution to pupils' social and cultural development when pupils practice together and study famous musicians from around the world. A new system for assessment, linked to the scheme of work, provides a sound basis for the monitoring of pupils' progress.

PHYSICAL EDUCATION

106. The average standards by Years 2 and 6 found at the previous inspection have been maintained, and pupils continue to make steady progress as they go through the school. A significant improvement is that statutory requirements are now met as the school has introduced a programme for swimming.

107. Year 2 pupils' gymnastics skills are average. They enjoy demonstrating shapes made with their bodies, and most move easily around the hall. By watching others, pupils refine their shapes, and a few produce complex moves with good control.

108. By Year 6, pupils show they have made sound progress, and link shapes together with reasonable skill and ingenuity. They make sound attempts at 'mirroring' other's movements, but their control is often lacking. Records show that pupils' swimming skills are now average, and most swim the expected 25 metres by the time they leave the school. Pupils' games skills are average. There is a valuable link with Middlesbrough Football Club, and boys and girls in Years 3-6 make steady progress in developing their football skills under the direction of the visiting coach.

109. The quality of teaching and learning is satisfactory across the school. At the previous inspection it was judged to be good although standards were average. In Years 1 and 2 the quality of teaching and learning is good. The teacher manages the class very well and her high expectations of "quiet feet" encourages pupils to land softly and improve their control. The teacher ensures good progression of skills by building on each activity and this helps pupils move from simple shapes to spiky movements. In Years 3 to 6 the teachers have good control of pupils' behaviour, and lessons move at a brisk pace. Teachers give pupils good points to improve their work, but sometimes limit their creativity, as was seen in a Year 5/6 lesson when pupils' sequences of matched and mirrored balances were over-directed. Teachers provide good opportunities for pupils to evaluate their performance and the performance of others, and this helps them improve their skills.

110. The school provides a sound range of extracurricular activities for sport. There are clubs for football, netball and rounders. There are teams for football and netball, which compete successfully against other small schools. The school has a good field, and good hard surfaced area, which support learning well. The hall is small, but did not restrict the lessons observed. All aspects of the subject are covered as the school has introduced national curricular guidelines. The subject contributes well to pupils' personal development; it gives opportunities for pupils to develop team spirit and compete fairly within the understood rules of the games.