

INSPECTION REPORT

APPLETON ROEBUCK PRIMARY SCHOOL

Appleton Roebuck, York

LEA area: North Yorkshire

Unique reference number: 121378

Headteacher: Mr D Angood

Lead inspector: Mr A Margerison

Dates of inspection: 22 -24 September 2003

Inspection number: 255357

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	87
School address:	Main Street Appleton Roebuck York
Postcode:	YO23 7DN
Telephone number:	(01904) 744236
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Robinson
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

This small school is situated in the village of Appleton Roebuck, which is mainly privately owned housing. Most of the pupils come from the village and the surrounding rural area, although an increasing number are brought to the school by their parents from neighbouring villages. In 2000 and 2001 the school was awarded the School Achievement Award. There are eighty seven pupils on roll aged between four and eleven years. When children start school their attainment varies, but overall it is broadly typical for children of their age. The proportion of pupils eligible for free school meals is well below average. Eleven per cent of pupils have special educational needs, all for moderate learning difficulties. There are no pupils with statements of special educational needs or for whom English is an additional language. Most pupils are of white British origin. A small number of pupils are from traveller families. Very few pupils leave or join the school other than at the usual time of joining or leaving.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21666	A Margerison	Lead inspector	English
			Geography
			History
			Special educational needs
			English as an additional language
16295	D Shields	Lay inspector	
17709	A Giles	Team inspector	Mathematics
			Science
			Physical education
			Citizenship
30834	A Lawson	Team inspector	Information and communication technology
			Art and design
			Design and technology
			Music
			Religious education
			The Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Appleton Roebuck Primary is **an effective school** that provides **good value for money**. As a result of good teaching, pupils achieve well to attain good standards by the end of Year 6. It is very well led by the headteacher who is well supported by other staff and governors.

The school's main strengths and weaknesses are:

- Pupils achieve very well in English, mathematics and science.
- Pupils have very positive attitudes to school and behave very well. Relationships are excellent.
- Pupils are taught well in all classes.
- The curriculum is enriched by a very broad range of opportunities for pupils to take part in sporting, creative and other activities.
- The school has very good links with parents and they have excellent views of the school.
- Pupils do not have enough opportunities to use their skills in information and communication technology (ICT) in subjects other than English and mathematics.
- Pupils have a very positive view of the school, but they have insufficient planned opportunities to contribute to its work or to be involved in setting and reviewing their own learning targets.
- Pupils' knowledge of world religions other than Christianity is limited.
- Pupils' social and moral qualities are very good, however, they are not prepared enough for living in a culturally diverse society.

Since the last inspection, the school has developed well and responded very well to the previous key issues. The curriculum has been developed well with the successful introduction of the national strategies for literacy and numeracy, the guidance for the Foundation Stage and new schemes of work for all other subjects. Pupils' academic progress in all subjects is tracked very well as they move through the school. The facilities for teaching children in reception and for ICT have improved very well.

STANDARDS ACHIEVED

All pupils, including those with special educational needs achieve well throughout the school. By the end of reception, children exceed the goals they are expected to reach in their personal and social development, communication, language and literacy skills, mathematical development and their knowledge and understanding of the world. Pupils continue to achieve well as they move through the school to attain above average standards in reading, writing and mathematics by the end of Year 2. In Years 3 to 6 pupils achieve very well to attain well above average standards in English, mathematics and science. In religious education, pupils have a very good knowledge and understanding of Christianity and moral issues, but they do not develop a sufficiently good understanding of other world religions and cultures. Pupils also achieve well to attain good standards in music and physical education. Pupils' achievement in swimming is excellent.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	B	A*	C	A
mathematics	A	A	D	C
science	A	A*	C	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Comparing results in successive years should be treated with some caution due to small numbers of pupils in each year group. For example, in the 2002 year 6 group, more than a third of pupils were on the special educational needs register. However, unvalidated results in the 2003 national tests for pupils in Year 6 indicate that they attained very good standards in English, mathematics and science.

Pupils' personal qualities, including their spiritual, moral social and cultural development is very good. They have very positive attitudes to school and behave very well. Their attendance is very good and pupils are very punctual to school. Relationships between pupils and adults are excellent.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning is good in all classes. Teachers expect pupils to behave very well and encourage them to work hard. Lessons are brisk and challenging. As a result pupils try very hard, are fully involved in their work and want to succeed. In reception, the teacher plans activities that make full use of support staff and develops children's ability to work on their own and with others very effectively. Throughout the school, teachers teach pupils' the basic skills of literacy and numeracy very well which results in pupils achieving consistently well in English and mathematics. Assessment methods are very thorough and teachers use the information well to plan work and to group pupils. Teachers give pupils plenty of advice in lessons and marking of work is helpful giving pupils clear ideas on how they could improve that piece of work. However, apart from in English in Years 4 to 6, pupils are not sufficiently involved in setting their own targets so they do not have a clear understanding of what they are working towards.

The curriculum is good and is planned imaginatively to provide effectively for pupils of different abilities. It is enriched by the very broad range of sporting, creative and other activities that take place in lessons, after school and at lunchtime. Pupils are very well supported. Relationships throughout the school are excellent and pupils' personal and academic progress is carefully monitored. Staff value and respect the views of pupils, however, they do not have enough planned opportunities to contribute to the work of the school or its development. The school has established very good links with parents and good links with the community. It works particularly closely with the pre-school in the village so children are very well prepared for starting school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is good. The headteacher leads the school very well and sets a very good example to pupils and other staff by his very clear vision for the school, his relationships with pupils and staff and the quality of his teaching. As a result, all staff work very effectively together as a team which creates a very positive ethos throughout the school. Management of the school is very good. Although it rests primarily with the headteacher on a day-to-day basis, he is well supported by other staff and governors in the setting and evaluation of the priorities the school identifies for development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have an excellent opinion of the school and its work. They hold the headteacher in very high regard, consider the teaching to be very good and really value the range of activities it provides for pupils. Pupils have very positive views towards their school. They enjoy their lessons and know that teachers expect them to work hard, but if they get stuck they will be helped.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- To ensure that pupils develop an understanding of other world religions in religious education.

- Provide more planned opportunities to involve pupils in the work and development of the school.
- Provide planned opportunities for pupils to use their ICT skills in subjects other than English and mathematics.
- Prepare pupils more effectively for life in a culturally diverse society.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement throughout the school is good. Pupils with special educational needs make good progress. By the end of Year 6, standards in English, mathematics and science are well above average. These results reflect the trend in the school's results, which have consistently exceeded the national average.

Main strengths and weaknesses

- By the end of reception, standards are above those expected;
- Pupils achieve well to attain above average standards in reading, writing and mathematics by the end of Year 2.
- In Years 3 to 6 pupils achieve very well in English, mathematics and science to attain standards that are well above average.
- Pupils with special educational needs make good progress, except in mathematics where they make sound progress due to the lack of specific subject targets in their individual plans.
- Pupils attain good standards in music and physical education.
- Pupils do not develop a good enough understanding of world religions other than Christianity.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	18.2 (16.6)	15.8 (15.7)
writing	18.4 (14.6)	14.4 (14.3)
mathematics	17.8 (17.4)	16.5 (16.2)

There were [number] pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	27.0 (31.5)	27.0 (27.0)
mathematics	26.0 (29.3)	26.7 (26.7)
science	29.0 (31.9)	28.3 (28.3)

There were 12 pupils in the year group. Figures in brackets are for the previous year

1 These results should be treated with some caution when comparing one year directly with another due to the small numbers of pupils in year groups. For example, in the 2002 year group reflected in the table above, over a third of the pupils were on the special educational needs register. Unvalidated results for the 2003 national tests at the end of Year 6 indicate that pupils attained very good standards in English, mathematics and science when compared to all schools and schools from a similar context. In the 2002 Year 2 group there were ten pupils. When compared to all schools, the results were well above average in reading and mathematics and very high in writing. When compared to similar schools, the results were well above average in reading, very high in writing and above average in mathematics.

Commentary

2 Children start in school with skills and knowledge that are broadly typical for their age. However, teachers in reception place a strong emphasis on developing children's basic personal and academic skills so that by the end of reception they attain standards that exceed the expected levels in their personal and social development. Their skills in communication, language and literacy and mathematics are better than those expected and they have a good knowledge and understanding of the world. As they move through the school, the good grounding they get in reception is built on well by teachers so pupils achieve well to attain very good standards in reading, writing and mathematics by the end of Year 2. As a result of the consistent emphasis teachers place on developing pupils' basic skills of reading, grammar, handwriting and number, pupils achieve very well in English and mathematics. Teachers also use other subjects including ICT, effectively for pupils to practise and use their literacy and numeracy skills. Similarly, in science, teachers focus on developing pupils' investigative skills as well as their knowledge of the different aspects of the subject results in pupils attaining consistently very high standards. Pupils with special educational needs make very good progress in reading, writing and mathematics. Pupils also achieve well in music and physical education to attain standards above expectations by the end of Year 6. However, standards in one aspect religious education are below expectations. Pupils in Year 6 have a good knowledge and understanding of Christianity and clearly understand the importance of self-responsibility, honesty and truth, but they do not develop a sufficiently good understanding of other world religions and cultures.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities are very good. Their attendance and punctuality is very good. They have very positive attitudes to school and behave very well. Pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Pupils are very interested in school and take a full part in all the activities the school provides.
- Teachers have very high aspirations for pupils so they develop a positive desire to learn.
- Relationships between pupils of all ages are excellent and they respect each other's feelings.
- All adults' expectations of behaviour are very explicit. These are consistently reinforced in lessons, assemblies and around school so pupils develop a very good understanding of what is right and wrong
- The lack of planned opportunities for pupils to take an active part in developing the work of the school limits the opportunities to prepare pupils for taking responsibility within a community
- Pupils do not develop a secure understanding of the traditions and beliefs of cultures other than their own.

Commentary

3 The school has very high expectations of pupils and puts a very strong emphasis on developing pupils' personal qualities, particularly their attitudes to learning, moral and social development. As a result, they are self-motivated, confident and keen to learn. This is reflected in their very good attendance, good achievement throughout the school and the high academic standards they attain by the end of Year 6. In addition, pupils learn to respect each other and how to treat others so there is a complete absence of bullying or other harassment. For example, the few children from traveller families are welcomed back into school when they return and are able to take a full and active part in all aspects of school life. However, the lack of opportunities for pupils to learn about other cultures through, for example, religious education lessons or visits to a range of places of worship means that they do not develop a secure understanding of the beliefs or traditions of cultures other than their own. As a result, although they are taught to have a respect for all people, they are not sufficiently prepared for living in a culturally diverse society.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.3
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
Any other ethnic group

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
85	0	0
0	0	0
2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

Exclusions

4 There have been no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Pupils are taught well in all classes and procedures for assessing the progress pupils make are very thorough. As a result, the curriculum is good and pupils are well supported. The school has established very good links with parents

Teaching and learning

The quality of teaching and learning is good in all classes so pupils learn skills well and develop good levels of knowledge and understanding. Assessment is **good**.

Main strengths and weaknesses

- Teachers have good knowledge and understanding
- Teachers' planning uses the national guidance for the Foundation Stage, literacy and numeracy very well as the basis for lessons.
- Teachers have very high expectations of pupils' behaviour and performance so they behave very well, concentrate very hard and do their best.
- Teaching assistants are used very well in all classes so pupils of all ages and abilities are well supported and challenged.
- Assessment procedures are very thorough and the information is used well to plan activities in lessons and to advise and guide pupils.
- Pupils are not sufficiently involved in the setting and review of their learning targets.

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	6	10	1	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

Commentary

5 In reception, the teacher uses the national guidance for the Foundation Stage well to plan activities that develops children's personal, language, literacy and mathematical skills. As a result children quickly learn how to behave well in school and the basic skills of reading, writing and number. These strong foundations form the basis for the high standards pupils achieve by the end of Year 6, but throughout the school, all teachers place a very strong emphasis on building on pupils' basic skills and on giving them good opportunities to use them in lessons. For example, in a literacy lesson in Year 6 the teacher taught pupils how to abbreviate text and to take notes and in a subsequent lesson they were expected to use these skills to produce a piece of writing. In addition very good links were made with the current history topic to further reinforce pupils' understanding. In the literacy lesson, the resources were based on the history topic and in the history lesson pupils had use their note-taking skills. Teachers have high expectation of pupils' behaviour and performance so lessons are brisk and challenging. As a result pupils try very hard, are fully involved in their work and want to succeed. In reception, the teacher plans activities that make full use of support staff and develops children's ability to work on their own and with others very effectively. ICT is used well in lessons to support learning in English and mathematics, but its use in other subjects is currently limited. Assessment methods are very thorough and teachers use the information well to plan work and to group pupils. For example, in mathematics, the school has recently reorganised the teaching groups, based on the assessment information as a response to national test results. Teaching Assistants have a very important role in taking groups, particularly in numeracy lessons, and support pupils effectively in lessons. They make a positive contribution in ensuring that activities in lessons are generally well matched to the different ages and abilities in each group. Teachers' marking of work is helpful and gives pupils clear ideas on how they could improve that piece of work. However, apart from in English in Years 4 to 6, pupils are not sufficiently involved in setting their own targets so they do not have a clear understanding of how they can improve their work overall.

The curriculum

The curriculum is **good**. The opportunities for enriching the curriculum are **very good**. The accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The breadth of curriculum opportunities is good.
- The range of opportunities outside of lessons are very good.
- Provision for pupils with special educational needs is good.
- Pupils are well prepared for joining the reception class and for moving on to their secondary school.
- The numbers of teachers and support staff is well matched to the needs of the curriculum.
- All children in reception do not have regular access to large-play equipment.

Commentary

6 The curriculum has improved well since the last inspection. The national guidance for the foundation stage, literacy and numeracy has been integrated well and forms the basis for pupils' good achievement. The curriculum is well planned to give pupils a good range of experiences that not only develops their academic skills, but also their social, creative and physical skills effectively. As a result, all pupils whatever their strengths have good opportunities to achieve well. Consequently, pupils really enjoy school and a very large proportion take part in the very good range of activities that take place after school and at lunchtimes. Teachers in reception plan topics with the village pre-school staff and the very good links that exist between the two schools means that children's movement from pre-school to reception is virtually seamless. Links with the secondary

school have been developed and great care is taken to ensure pupils meet staff, are familiar with the school so they are well prepared for moving on at the end of Year 6. The good numbers of support staff play an important role in the imaginative way that lessons, particularly in numeracy are organised and in the good provision for pupils with special educational needs. Resources for teaching are good. Since the last inspection, significant improvements have been made in the accommodation. A good ICT suite has recently been built and the teaching area for children in reception has been extended. However, they do not have a separate outdoor area or any large outdoor play equipment such as large wheeled toys. Although these activities are available at the pre-school, those children who attend school full-time do not have regular access to these. Staff make good use of the area adjacent to the classroom, but children cannot be left unattended and the range of activities is limited. In addition, the hall is small and affects the organisation of some physical education lessons for the older pupils.

Care, guidance and support

Provision for ensuring pupils' care, guidance and support are **very good**. The involvement of pupils in the work of the school is **satisfactory**.

Main strengths and weaknesses

- The procedures for child protection, pupils' welfare, health and safety are very good.
- Relationships between staff and pupils are very good and pupils are well supported in their academic and personal development.
- Induction procedures for children into reception are very good.
- Pupils' opinions are valued and they are occasionally consulted about their views of the school, but they do not have regular planned opportunities to contribute to the work of the school or its development.

Commentary

7 The school has established very comprehensive procedures to ensure pupils' welfare, including risk assessment. All staff know and understand the procedures for child protection and pupils are very closely, but sensitively supervised at all times including lunchtimes and when they are out of school, for example, when most of the school goes swimming on Wednesday mornings. The very good assessment and tracking procedures mean that staff know pupils very well. Targets in the individual education plans for pupils with special educational needs for behaviour or personal development are good. Relationships throughout the school enable staff to give pupils clear and explicit advice and support to help them improve their work although, with the exception of English, they are not sufficiently involved in setting their own learning targets. Pupils do not have many opportunities to formally express their views of the school or to be involved in its development. Consequently, their awareness of how they can contribute to the school community and take an active and responsible part as 'citizens' is limited.

Partnership with parents, other schools and the community

The school has established a **very good** links with parents and **good** links with other schools and the community.

Main strengths and weaknesses

- The school has established very good links with parents by involving them very effectively in the work of the school.
- The information provided for parents on their children's progress is very good;
- Pupils in year 6 are very well prepared for moving to the next phase of their education.

Commentary

8 The very good links with parents are based on seeking parents' views through an occasional questionnaire and keeping them well informed about what is happening in school through the informative and interesting newsletters. They are kept up to date about how their children are doing in school, both informally and through the parents' evening and annual reports. Consequently, parents have an extremely high regard for the school and the quality of education it provides. Parents have full confidence in the headteacher and staff to ensure that their children achieve their full potential. The school has established very good links with the village pre-school and with the secondary school in Tadcaster that most pupils transfer to at the end of Year 6. As a result, older pupils are very well prepared for the next phase of their education when they leave. The school makes good use of the community and the local area as a resource for lessons.

LEADERSHIP AND MANAGEMENT

The school is well led and managed. Governance of the school is good. The headteacher's leadership and management of the school is very good and he is well supported by other staff.

Main strengths and weaknesses

- The headteacher has a very clear vision for the school and high aspirations for staff and pupils.
- The headteacher's very strong commitment to ensuring that everyone connected with the school have the opportunities they need to develop their personal or professional skills has resulted in the whole school, pupils and staff, working together as a close knit team.
- Governors have a very clear understanding of the strengths of the school and support the teaching staff well.
- Procedures for monitoring and evaluating the quality of its work and planning future developments are very good.

Commentary

9 The headteacher's very clear vision and very high aspirations have ensured that the school has improved well since the last inspection and maintained high standards of achievement for pupils against a background of small and variable class groups. The school is very committed to ensuring that all staff and pupils have the opportunities they need to succeed. This is reflected in the very effective process he has established for short and long term school improvement planning. All staff are involved in the identification and evaluation of the school's priorities for development. Governors also regularly discuss, consider and challenge these priorities so they develop a secure understanding of the progress being made and make a good contribution to the discussions concerning the direction the school takes. Performance management procedures are intrinsically linked to these priorities so staff, at all levels, are accountable for the success of the areas they are responsible for. The school has a strong commitment to the professional development of all staff, including teaching assistants and, for a small school, makes a very good contribution to initial teacher training. Financial management is very effective so funds are available to support major school developments such as the new ICT suite and the improvements that have been made in the accommodation for children in reception.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	256742
Total expenditure	253163
Expenditure per pupil	2910

Balances (£)	
Balance from previous year	51456
Balance carried forward to the next	55035

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The school makes **good** provision for children in the foundation stage.

Main strengths and weaknesses:

- The teaching of language and mathematical skills.
- The way the school uses the local community to enrich the curriculum.
- The very effective links forged with the playgroup staff.
- The outdoor accommodation and lack of large play equipment limits the range of activities the school can make for children's physical development.

School tests show that children enter the reception class with knowledge and skills that are broadly typically for their age. Children get a good start to their education and benefit from a good curriculum. They are taught in a mixed Reception and Year 1 class, which makes planning the curriculum difficult, but the teacher, who is also the foundation stage co-ordinator, is skilful and very well organised and she makes good use of the support staff available to her. The quality of teaching is consistently good and because of this, children make good progress and they achieve well. The quality of liaison with the village playgroup is very effective and very well organised. Parents feel that when their children enter the reception class, the transition is very good and this is indeed the case. The standards reached and the progress children make in language, literacy and communication, mathematical development, knowledge and understanding of the world and personal, social and emotional development have all improved since the previous inspection. However, outdoor resources are not as good as found at the previous inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children make good progress and most are on course to reach standards above those typically found in this area of learning by the end of the reception year.
- The achievement of all children is good. Children work and play well together and tackle new learning with eagerness.

Commentary

10 Activities are well planned and managed by the teacher to develop independence. A good example of this was seen as children enter the classroom each morning. They line up quietly and take turns to self-register by writing their names on a whiteboard. At the same time, they add their names to say if they are having a school lunch or having sandwiches.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- The way the teacher and support staff plan activities to extend speaking and listening skills.
- Basic skills in reading and writing are taught well.

Commentary

11 As a result of well-planned learning opportunities, children make good progress and most are on course to reach standards above the expectation by the end of the reception year. This represents good achievement. As a result of the good teaching most children talk confidently and ask questions of the adults and each other. Small groups of children have daily practice in how to write letters of the alphabet or how to spell simple words so most children, even the very youngest, make good attempts to write their names independently. Older children learn to write stories and accounts and they are encouraged to do this on their own, but are carefully guided to make sure that capital letters and full stops are placed correctly. The teacher and support staff also encourage children to read their own writing, as they read back to the teacher what they have written to check it makes sense. Books are taken home daily and children are keen readers.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The quality of teaching is good.
- Effective use of teaching assistants.

Commentary

12 Most children are on course to reach standards above those expected by the end of their reception year. This represents good progress and achievement for these children. In a lesson where the youngest children were working with the playgroup leader to make a model of “Metal Mickey”, children used the language of number well. The teacher skilfully encouraged the children to make decisions about how many eyes, arms and ears Mickey should have. They agreed that he should have two eyes and ears, but thought that four arms would be better for him, “because he can do more then can’t he?” Scrutiny of work in books show that over time, children can confidently add numbers up to 20 and identify missing numbers in their correct sequence both forwards and backwards.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in developing children’s knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Most children are on course to reach standards above those expected by the end of the reception year.
- The quality of teaching is good.
- Effective use is made of the local community in lessons.

Commentary

13 A particular strength of this area of learning is the way the teacher plans lessons, which make effective use of the local community to provide interesting learning activities. Children make good progress in early scientific concepts and develop good skills in recording their findings. They are given good opportunities to use their senses to find out about new life as they visit a local farm. Children’s geographical skills develop effectively as they are expected to use fieldwork techniques on walks around their village looking carefully at buildings, road signs and symbols. They then use large construction equipment in school to re-create the features they have seen in the village. Their history skills also develop quickly as children bring in new and old toys from home to make their own classroom “museum”. By learning about local village customs and history through song and dance

and through visits to the local church, children develop a good understanding of their own culture and beliefs. However, their awareness of other cultures is also developed well by. for example, having a “French breakfast” after learning about “Barnaby Bear’s” visit to France.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Teaching in physical education lessons is good.
- The range of outdoor equipment is limited.

14 Teachers use the school hall well for physical education lessons. The main activities in lessons are often linked to other subjects. For example, during the inspection, children were pretending to go ‘on a bear hunt’ which was the book of the week. Lessons are brisk and give children plenty of opportunities to practise their skills so they learn to balance, climb and jump and show awareness of space and the needs of others around them. However, the reception class does not have a separate outdoor area and or any large outdoor play equipment, including large wheeled toys. Staff make good use of the area adjacent to the classroom, but children cannot be left unattended and the range of activities is limited. Although these activities are available at the pre-school, those children who attend school full-time do not have regular access to them. The techniques of using scissors and tools are taught safely and children show a good level of skills when using small equipment.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Planned links with other areas of the curriculum are good.
- Opportunities for children to take part in role play activities are good.

15 As a result of the teacher’s good planning that links practical activities to other topics, most children are on course to reach the standard expected by the end of the reception year. For example, in a lesson with the support teacher, children enjoyed making bubble pictures of circles to support their work in mathematics. Children soon learn to become accomplished singers and enjoy music. Imagination develops well as many opportunities are given for children to take part in role-play activities such as dressing up to support their learning in other areas such as literacy. The new classroom extension is used well for this purpose.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils make good progress in developing basic skills in reading and writing in Years 1 and 2.
- Pupils achieve very well in Years 3 - 6 to attain well above average standards.
- Pupils are taught very well with a very strong emphasis on developing pupils' basic skills.
- The subject is led very well so the curriculum has developed well since the last inspection.
- Other subjects are used very effectively to give pupils' opportunities to use and practise what they learn in literacy lessons.
- Pupils are involved in setting and reviewing their targets.

Commentary

16 The basis of the good progress pupils make that leads to the very good standards pupils attain by the end of Year 6 is the focus placed on teaching pupils the basic skills of handwriting, punctuation, grammar and spelling. For example, by the end of Year 2, most pupils write in a joined up style, their spelling is good and they use full stops and capital letters well to organise their work. This is developed very well in Years 3 to 6. Teachers have high expectations of pupils so they behave very well in lessons and try very hard. They are expected to present their work well so the quality of their handwriting continues to improve. The way that teachers link other subjects to literacy gives pupils opportunities to use skills learnt in literacy lessons and has a significant effect on the progress they make. For example, during the inspection, the teacher of the oldest pupils was teaching them how to take notes and to annotate sections of text. The text was derived from the current history topic on the Ancient Greeks. Later on, pupils were expected to use these skills in a history lesson as the basis for a piece of writing. The focus on developing pupils' basic skills is also reflected in the planning for pupils with special educational needs. Targets in their individual plans are specific and used well in lessons and by support staff as the basis for work in lessons and in individual sessions. Consequently, activities in lessons are generally well matched to the range of ages and abilities in each class and pupils with special educational needs make very good progress in reading and writing. Although the use of ICT in English lessons has previously been limited, teachers' increasing use of the new ICT suite is now beginning to make a good contribution to lessons. The subject is very well led and managed. Since the last inspection, the national guidance for literacy has been incorporated as the basis for teacher's planning, but has been adapted very effectively to take into account the needs of the pupils of different ages and abilities in the mixed age classes. In addition, assessment procedures have been developed very well so pupils are now very carefully tracked and their progress monitored. The oldest pupils are effectively involved in reviewing their work and identifying, with the help of the teacher what they need to work on further.

Language and literacy across the curriculum

17 Very effective use is made of other subjects such as history and geography for pupils to use and practise their literacy skills. They are encouraged to use what they learn in literacy lessons in other subjects and are given good opportunities to express their ideas, views and opinions in a range of different ways.

MATHEMATICS

Provision for mathematics is **very good**

Main strengths and weaknesses

- Pupils' attitudes to learning are very positive.
- Monitoring of pupils' progress and the use of the information to group pupils is very effective.
- Leadership of the subject is very good.

Commentary

18 Inspection findings show that by the end of year six pupils achieve very well. Although standards in 2002 were below average, this group of pupils included over a third with special educational needs. Unvalidated results for the 2003 national tests at the end of Year 6 indicate that this group of pupils attained very good standards. The targets set for these pupils are challenging and the new curriculum organisation ensures that tasks are well matched to the abilities of individual pupils. By the end of Year 2, pupils also attain standards that are above the national average and since the last inspection the proportion of pupils who attain the higher than expected National Curriculum levels has increased well.

19 Good leadership and planning within the subject has ensured that tasks given in lessons are relevant to the pupils' learning needs and levels of understanding. Strategies have also been recently introduced to reorganise groups by age or ability. These were found to be successful during the inspection and as a result the majority of pupils make very good progress in mixed age groups.

20 Overall standards in teaching observed are good. There are many very good features developing as teachers begin to further challenge pupils within ability settings. The school has just started to develop the use of ICT in lessons, but this is beginning to have a good effect on the pace of pupils' learning. For example, during the inspection, the older pupils made very good progress in a lesson using computers by applying their understanding of percentages to practical contexts. Teachers have very high expectations of all pupils, which provide the basis for a very good ethos for learning, as pupils are very keen to succeed and have excellent relationships with their teachers. The most successful practice occurred when teachers shared the learning objectives with pupils at the start of the lesson and tasks were well matched to the varying abilities in the group.

21 The use of the National Numeracy Strategy is providing consistency in planning and its use results in very good pace and challenge in lessons. Pupils' mental skills are very well developed and they enthusiastically apply their number skills to practical situations. This was evident in a good lesson where a mixed age-range of pupils with lower abilities built on basic number skills, using money to solve problems.

22 The recent completion of the computer suite is beginning to impress on the school how computers can be used to enhance mathematical skills. The coordinator has completed a detailed and relevant scheme of work to include ICT in pupils' learning.

Mathematics across the curriculum

23 Teachers provide good opportunities for pupils to use and practise their numeracy skills in other subjects such as science. For example, during the inspection, pupils of all abilities transferred their practical knowledge of number well when accurately measuring in scientific experiments. These links have a positive effect on the progress pupils' make in the subjects.

SCIENCE

Provision for Science is **very good**.

Main strengths and weaknesses

- Good teaching effectively promotes pupils' scientific investigative skills and understanding.

- The attitudes of pupils are very positive;
- The opportunities for pupils to use their ICT skills in science lessons are limited.

Commentary

24 The standards pupils reach in science by the age of eleven are consistently well above the national average. Achievement is very good because pupils are challenged according to their abilities. In recent years all pupils, including those with special education needs, achieve at least the expected national level. However, a very high percentage of pupils at the end of Years 2 and 6 consistently gain the higher than expected levels.

25 There has been very good improvement and maintenance of the high standards in science since the last inspection. Curriculum content has been updated and accurate tracking of pupils' performances ensures that teachers understand the capability of each pupil. Pupils continue to have a fascination for investigation and they have very good skills of analysis and recording. This element of the curriculum makes a good contribution to their personal development, when they work together in small groups to discuss their findings. Standards at the end of Year 2 have improved since the last inspection. In a lesson to test the relevant speed of cars on an incline these pupils showed a good understanding of why there needs to be consistency in experiments. They made very good progress when they discovered that the weight of the cars and the size of the wheels had a bearing on the outcome of the experiment.

26 Teachers have very good subject knowledge and they use practical demonstrations well to convey difficult concepts. As a result, pupils deepen their knowledge and understanding and key skills in science by participating in a range of experiments. For example, in a lesson for the older pupils, the teacher explained the difficult concept of the moons' orbit around the earth using a lamp to show moon phases. Similarly, an experiment on the effect of gravity was very well planned using especially constructed ramps. In both lessons seen during the inspection, pupils made good progress because of their enthusiastic responses and knowledge of carrying out experiments. However, during these lessons the more able pupils would have made more progress if more challenging written tasks were given to them to follow up their investigations.

27 The subject is very well managed and monitored. An imbalance of activities in a two-year plan for the younger pupils has been resolved through careful monitoring. Pupils use their key numeracy skills very well when carrying out experiments. From an early age they have a very good understanding of measurement and they carry out these tasks accurately. Pupils' good literacy skills help them understand key words and to record of experiments concisely. ICT is presently under-used to develop pupils' scientific understanding further.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- The teaching of ICT skills to support learning in English and mathematics is good.
- Pupils have very good attitudes to learning, behave very well in lessons and are eager to learn new skills.
- The subject is well led and managed.
- Opportunities for pupils to use their ICT skills to support learning in other I subjects are limited.
- New resources are not yet fully functioning and this is slowing the progress that pupils can make.

Commentary

28 Standards in Year 2 and Year 6 match those typically found and all pupils, including those with special educational needs, make satisfactory progress. Only one lesson was seen, but evidence from work around the school shows that what teachers do well is to teach pupils to use ICT skills to support their learning in literacy and mathematics. As a result, the achievement pupils

make in the application of their knowledge and skills are satisfactory overall and good in literacy and mathematics.

29 The leadership and management of the subject are good. Although standards by the end of Year 6 are not as good as found at the previous inspection when they were found to be above expectations, the school has done well to maintain the national expectations in standards. This judgement is made against a background of the school having a new computer suite built, replacing old computers. However, the opportunities teachers and pupils have had to use these very good facilities in lessons has been significantly held back by external factors out of its control which has meant that these new resources are not yet fully functioning. Quite rightly, the school has concentrated on developing pupils' skills in the use of new technology to support learning in English and mathematics. Pupils are very well behaved in lessons and work well with others. They are eager to learn new skills and show very good attitudes to learning.

Information and communication technology across the curriculum

30 Planned opportunities for pupils to use their ICT skills in other subjects are limited, but the school has identified this as a subject priority in the school improvement plan.

HUMANITIES

31 Insufficient evidence was available to make secure judgements on the quality of provision in history or geography. However, by looking at pupils' work and by observing one history lesson it is clear that both subjects are used well to develop pupils' literacy skills.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- All pupils have very secure knowledge and understanding of Christianity.
- Assemblies make a good contribution to pupils' understanding of Bible stories and to their spiritual awareness.
- Older pupils do not have enough opportunities to learn about the beliefs and faiths of other major world religions.

Commentary

32 The school meets the requirements of the North Yorkshire locally agreed syllabus for religious education so pupils develop a very good understanding of Christianity and moral issues. However, the progress they make in their understanding of other faiths is not as good as that found at the previous inspection, when standards were judged to be above average. Assemblies were found to raise pupils' knowledge and spiritual awareness in the previous inspection and this is still the case. The previous inspection indicated that the school made good use of educational visits to different places of worship. Visits are now made to the local Church of England in the village and to the Methodist Church, but no visits are made to other faith communities in the wider locality.

33 Standards in Year 2 are satisfactory and pupils make sound progress in developing their knowledge, skills and understanding. Their achievement is satisfactory, particularly in their knowledge of Bible stories from the Old and New Testament. Standards in Year 6 are satisfactory. Whilst pupils have a very secure knowledge and understanding of Christianity, their knowledge of Judaism is very limited and in discussion with two thirds of the Year 6 class, it was clear that they had very limited understanding of other major world religions. For example, they were unable to name any other major world religion when prompted, or to discuss the ways other faith communities worship. This means that the progress they make in understanding the views of different religious and cultural beliefs is unsatisfactory.

34 No religious education lessons were seen and evidence of pupils' work in books was limited, so secure judgements about the quality of teaching cannot be made. However, an example of work from a Year 6 pupil who had recently left the school showed that knowledge and understanding of Christianity and Judaism is taught and pupils' present their work well. Current work shows that older pupils know and understand what a parable is and can explain, in their own words, the "moral" of the Prodigal Son and The Good Samaritan. Good opportunities are given for all pupils to use a broad range of literacy skills to support their work, although there are few examples of ICT skills being used to support learning.

35 The leadership and management of the subject is satisfactory, but the way evidence is collected to enable the co-ordinator to have a clear view of standards throughout the school is underdeveloped.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

36 Due to the fact that **art and design and design and technology** were not identified as foci for the inspection, insufficient evidence was collated to make judgements on the quality of teaching and learning or standards in these subjects. However, the bright and attractive displays of pupil' work around the school in corridors and classrooms show that pupils experience a broad range of different activities and medium in art lessons including clay work. This supports parents' view that the school makes good provision for creative subjects and that the school "does well" in teaching music.

Music

Provision in music is **good** for all pupils, including those who have special educational needs.

Main strengths and weaknesses

- Good quality teaching is leading to good standards and pupils achieving well
- The teaching of singing and performance skills is very good.
- Music is well led and managed.
- The range and quality of extra-curricular activities, attended by many pupils is good.
- Older pupils do not have music notation books to record their compositions and to explore ideas.

Commentary

38 Standards in Year 2 have been maintained since the previous inspection. Although the school has recently lost some very talented performers who have just moved on to the next stage of their education standards in Year 6 are still good. This is partly due to the very good number of pupils who are learning to play and instrument, but in addition, the quality of teaching throughout the school is consistently good and as a result, all pupils achieve well, particularly in their ability to sing in unison or in two-part harmony. Pupils' performance skills are a clear strength which is reflected in the school's regular success in local music competitions. Pupils really enjoy their music lessons and are very enthusiastic when singing together with others. A good example of this is the quality and enthusiasm of pupils' singing which enriches school assemblies.

39 In a very good observed lesson, the teacher started with very effective vocal "warm-up" exercises. The pupils found this enjoyable and the humour between the pupils and teacher indicated very good relationships and supported the learning in the lesson well. The teacher's very good subject knowledge of developing a good singing technique was effective and all pupils, including the very youngest, showed a good vocal range. Their singing of two-part harmony was impressive, moving and made a good impact on their cultural and spiritual development. There are some missed opportunities, though, to extend pupils' knowledge and understanding; for example, the use of correct musical terminology and vocabulary is not consistent. Also, older pupils do not have notation books to enable them to explore musical compositions, or to record their research about musicians and musical styles from different cultures.

40 The subject is well led and managed by an enthusiastic and knowledgeable teacher. Good subject guidance is in place to support teachers, and resources, (including the particular strengths of some staff), are used to good effect to increase learning opportunities. The subject leader has also developed good assessment procedures so staff can track the development of pupils' skills, particularly important in this school with mixed year group classes. Teachers gladly give their time to out of school activities so pupils are able to benefit from many experiences. The numbers of pupils involved in these activities is good.

Physical education

Provision for physical education is **very good**

Main strengths and weaknesses

- The range of curriculum activities is very good.
- Subject knowledge of teachers is very good.
- Pupils are very enthusiastic and keen to join in.
- The small hall affects how teachers organise some lessons, particularly for older pupils.

Commentary

41 By the age of eleven pupils have had access to a very good breadth of sports and activities and their achievements are above those expected nationally. Many improve their performances by participating in clubs and in team competitions. They do particularly well in competitions considering the small number of pupils available to make up different aged teams. Achievement in gymnastics is satisfactory, but is less developed than team games because of restrictions in indoor space.

42 The headteacher has very good skills in teaching mixed aged groups for physical education. This is the main reason pupils make good progress between the ages of seven and eleven. In an excellent gymnastics lesson he challenged pupils to consider the quality of their body management whilst performing sequences of work. There was an excellent sense of purpose and enjoyment in both the teaching and the pupils' performances. Pupils' understanding was deepened because teaching tasks accurately reflected the need for pupils of all abilities to plan and evaluate their work as well as to perform. Although the oldest pupils' performances are sound they cannot always perform to their true potential in gymnastics, because the small hall space restricts the variety of activities the teachers can organise.

43 The school has maintained good improvement since the last inspection and standards have risen due to the pupils' positive responses to the opportunities given to them. The school rightly sees this area of the curriculum as a strength. There continues to be excellent provision for swimming and the vast majority of pupils achieve very highly in this area. Their ability to swim considerable distances far exceeds the National Curriculum requirements. The subject is managed very well with clear guidelines given to enable teachers to judge whether the achievements of pupils meet expectations.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)

Provision in PSHE is **satisfactory**.

44 The school does not have specific lessons on PSHE, but inspectors talked to pupils and observed their responses around the school. In these discussions it is clear that teachers expect pupils to work hard and they develop very good personal and social skills. Pupils have a clear understanding of their responsibilities to the school and each other. The school does sample pupils' views and they feel that their opinions matter, but pupils are insufficiently involved in the work and development of the school to learn how they can take a full part in a community. In addition, they

have insufficient opportunities to learn about other cultures in preparation for living in a culturally diverse society.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).