

INSPECTION REPORT

GLAISDALE PRIMARY SCHOOL

Glaisdale, near Whitby

LEA area: North Yorkshire

Unique reference number: 121294

Headteacher: Mrs Marilyn Thorp

Lead inspector: Dr Richard Perkin

Dates of inspection: 29th and 30th September 2003

Inspection number: 256213

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	40
School address:	Glaisdale Whitby
Postcode:	YO21 2PZ
Telephone number:	01947 897218
Fax number:	
Appropriate authority:	The Governing Body
Name of chair of governors:	Jon Crabtree
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

The school has achieved the Basic Skills Quality Mark and the Schools Achievement Award in 2003 and achieved the North Yorkshire County Council SEN Quality Mark in 2002. It is part of the national pilot for the Leadership in Small Schools Project. It is also part of the Consultant Leader Programme, with the headteacher being mentor to three other headteachers of small schools.

It is much smaller than most, with 40 pupils (20 boys and 20 girls), including two children in the reception class who, for the first few weeks of term, attend part-time sessions only. Almost a quarter of the school population either joined or left the school mid-year in 2002 to 2003. All pupils are white British and all speak English as their first language. The socio-economic background of the pupils varies but overall, is above average, although the proportion qualifying for free school meals is, at 14 per cent, broadly average. The proportion of pupils identified as having special educational needs is below average but the percentage with statements is above average. The attainment of pupils when they start school varies but overall, is broadly as expected for their age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14591	Richard Perkin	Lead inspector	The Foundation Stage English Science Art and design Music Physical education Religious education
19446	Susan Wood	Lay inspector	
32733	Trevor Williams	Team inspector	Special educational needs Mathematics Information and communication technology Design and technology Geography History

The inspection contractor was:

Primary Associates Limited
Suite 13 West Lancs Technology Management Centre
Moss Lane View
Skelmersdale
Lancashire
WN8 9TN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	3
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	6
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	11
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	13
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	25

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an outstanding school where pupils of all abilities achieve **very well**. It provides good value for money.

The school's main strengths and weaknesses are:

- Excellent leadership from the headteacher and very strong management throughout the school;
- Consistently high quality teaching and learning;
- Very effective assessment that is used extremely well in planning and in helping pupils to make progress;
- Excellent practice in catering for the academic and personal needs of all pupils;
- Extremely positive attitudes of pupils and parents;
- Very effective governance;
- A very stimulating curriculum that is enhanced in many ways;
- High quality care and support for all pupils.

The school has made excellent improvement in its effectiveness since the last inspection in June 1998. All the issues identified then have been very successfully addressed. Standards have improved from average to well above average. The quality of teaching is now excellent rather than good and assessment is now a strength rather than a weakness. Leadership and management throughout the school are significantly stronger and governance is now very good. There have also been great improvements in the curriculum.

STANDARDS ACHIEVED

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

NB. Caution is needed in interpreting these grades because of the very small numbers involved.

Pupils' achievement is very good. In the Foundation Stage, children exceed the goals they are expected to reach by the end of reception in all the areas of learning and they achieve very well. Standards for pupils in Years 1 and 2 are above average and achievement is very good. Pupils do consistently well in reading, writing and mathematics. For pupils in Years 3 to 6, achievement is very good and standards by the end of Year 6 are well above average. Standards are high in English, mathematics and science as well as in information and communication technology (ICT), music, art and design and history. Results in national tests in 2002 were in the top 5 per cent nationally in English, mathematics and science. Pupils with special educational needs, particularly those with a statement, make very good progress.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are excellent. In both classes, pupils' attitudes to learning and to the school are excellent and their behaviour is consistently very good. Attendance levels are excellent and pupils are extremely punctual.

QUALITY OF EDUCATION

The quality of education provided by the school is very high. Teaching is excellent overall and consistently at least very good for all years and in all subjects. Consequently, pupils of all ages and levels of ability learn extremely well. Their learning is very effectively supported by the school's high quality assessment practices.

The very broad curriculum is particularly strong in arts education and is enhanced greatly by a rich programme of out-of-class activities, visits and visitors. The school does well in compensating for the lack of outdoor play facilities for the youngest children. The school is very caring and provides excellent support for its pupils, most effectively involving them in consultation and decision making. There are very high quality links with parents, the community and other schools, all of which greatly contribute to pupils' achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are of very high quality. The headteacher provides excellent leadership, characterised by an outward-looking vision and an excellent commitment to inclusion. She is very well supported by a strong staff team. All aspects of the school are very well managed. The governing body is very effective.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have extremely positive views of the school. Very little dissatisfaction was shown in any area.

Pupils' views are also extremely positive.

IMPROVEMENTS NEEDED

There are no significant areas for improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve very well during their time in the school. Standards for children in the Foundation Stage and for pupils by the end of Year 2 are above those expected for their age. By the end of Year 6, standards are high in all subjects, including English, mathematics and science.

Main strengths and weaknesses

- Pupils have very well developed skills in literacy, numeracy and ICT across the curriculum;
- Children in reception achieve well and receive a very good start to school;
- Pupils with special educational needs, particularly those with statements, make very good progress;
- Standards are particularly high by the end of Year 6 in music and art and design.

Commentary

1. Numbers of pupils taking the national tests for 7 and 11-year-olds are very small each year, so that even one pupil who has special educational needs or is absent for a test can skew the results markedly. However, performance in national tests for 11-year-olds is consistently very strong in English and mathematics and particularly strong in science, where most pupils attain the above average level. Results show very good progress in terms of pupils' previous performance and compare exceptionally well with results in schools with a similar proportion of free school meals. The attainment of boys and girls varies over time, largely because of the small numbers, but overall, there is no significant difference between them. Trends over time also vary because of the numbers but overall, the trend is positive and above the national trend. The school usually meets or exceeds its targets; where the target has not been met recently, it is a result either of pupils leaving or arriving during the year or of a pupil being absent for a test.
2. Recent test performances for 7-year-olds have been consistently very good and have compared very well with results in schools with a similar proportion of free school meals. The unconfirmed test results for 2003 were particularly strong, with over half of pupils attaining the above average level in reading, writing and mathematics and a higher proportion attaining that level in the teacher assessments in science.
3. Children in reception achieve very well within the mixed-age class and are on target to exceed the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development by the time they leave reception. They are also set to exceed the goals for physical development in spite of the shortcomings in the facilities for outdoor play, because of the school's efforts to compensate. When children start school, very few have had regular nursery experience, most having attended a local playgroup part-time. Many are confident speakers but other language, literacy and mathematical skills are at about expected levels for their age. The stimulating classroom that they spend most of their time in and the very knowledgeable and challenging teaching they encounter ensure that each lesson pushes their learning and their confidence forward. Children also benefit from working alongside the older pupils in parts of the lesson, experiencing ideas that will be further developed when they move into Year 1 or Year 2.
4. The school's excellent commitment to the inclusion of all pupils ensures that they achieve equally well whatever their individual academic or personal needs. Because teachers' assessment procedures are so strong, their planning is extremely carefully matched to the

needs of individual pupils. Consequently, whatever their age or their ability, pupils are enabled to achieve very well, particularly in English and mathematics. In these subjects, pupils are identified for extra help either in groups or individually and the teachers ensure that the very good support staff are thoroughly briefed. All staff know the pupils well so that similar levels of individual support are provided in all subjects to ensure that both higher and lower attainers achieve to their full capability right across the curriculum. The achievement of pupils with special educational needs, including those with a statement of special educational needs, is very good because of the high quality individual education plans devised for each of them and because of the expert support they receive.

5. Pupils who join the school in the middle of a term are enabled to achieve to their best because the school immediately checks their skills in literacy and numeracy, even before information arrives from their previous school. They are also given a pupil mentor to help them settle quickly. Teachers ensure the continuing high motivation of both boys and girls by choosing material and tasks that are likely to challenge and interest both; consequently both groups achieve very well throughout the school.
6. The school's belief in a broad curriculum means that it is very successful in maintaining high standards in the core subjects while maintaining equally high standards in the other subjects of the curriculum. From reception, many opportunities are provided for pupils to practise their communication skills both in the presence of the teacher and in independent small groups. The youngest play board games together while older pupils debate and negotiate issues in the school council or in history lessons. The skills of reading and writing are systematically taught so that pupils can make the best use of the chances they get to research ideas in science, for instance, using reference books or the internet, or to write up reports of visits in religious education. Mathematical skills are also very well developed and applied in looking at timelines in history, tracking angles of reflection in science or working out precise measurements in making a boomerang. ICT skills are taught from the beginning in reception, where children have opportunities, for example, to practise their mouse and keyboard skills while learning about basic shapes. By the time they reach Year 6, pupils are confident to use the computer to produce multimedia presentations to show what happened during events such as art week. Many of the very high quality displays in the school benefit from the pupils' very well developed ICT skills.
7. Pupils' literacy, numeracy and ICT skills enhance their learning and achievement throughout the curriculum. The high standards they reach by the end of Year 6 in other subjects are also a result of the teachers' strong focus on the development of the skills of each subject, so that pupils build consistently on previous knowledge and experience. The very high quality of the singing in the junior class builds on the basic skills they develop in their music lessons in reception and Years 1 and 2. The child making a play dough figure in her first weeks of school received feedback to help her in future three-dimensional work because the teacher praised particular features of the dough figure. The high standards in art and design, music and aspects of physical education benefit considerably from the school's outward looking philosophy. Regular performances at a local music festival and opportunities to compete in sports and games with nearby schools enhance standards and achievement in these subjects and the many visits and visitors provide further interest in art and design, geography and history.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes to learning throughout the school are extremely positive. Their behaviour in lessons is very good and often excellent. The provision for pupil's spiritual, moral, social and cultural development is of very high quality. The attendance of pupils is excellent and they consistently arrive at school in good time to enable a prompt start to the school day.

Main strengths and weaknesses

- Pupils show great interest and become fully involved in the activities that are provided;
- Pupils' very good behaviour has developed through the excellent relationships in the school;
- Attendance is very well above the national average and pupils are extremely punctual;
- The school's excellent provision for moral and social development is very strongly reflected in the ethos of the school and leads to high levels of respect for the views of others.

Commentary

8. Pupils work hard when they are in their lessons and say they like school because their teachers make lessons interesting and enable them to discover new information. They consequently settle very quickly at the start of lessons, work very hard and take pride in the work they produce. Pupils listen carefully and are keen to share their own ideas. They respond with spontaneous appreciation when other pupils share their work with them as seen during a personal, social, and health education and citizenship (PSHCE) lesson where a pupil shared his thoughts on how his friends keep him safe from harm. Children in reception are helped to settle in the mixed-age class by attending for part-time sessions only for several weeks until the teacher feels they are ready to attend full-time; as a result, they adapt quickly to life in school. Their personal development benefits greatly from the strong family atmosphere in the class and in the school generally.
9. Pupils clearly know what is expected of them in terms of their behaviour and they respond very well. The very harmonious classrooms ensure that concentration levels are high and lessons are very productive. There are notably few recollections of inappropriate behaviour, bullying or racial harassment in the school although when they have occurred they are quickly and appropriately dealt with. Relationships throughout the school are outstanding with adults acting as excellent role models. Pupils develop a sense of responsibility at an early age, shown, for example, when a little boy went to find an adult when a girl tumbled in the playground. This is nurtured throughout the school and is clearly demonstrated by the members of the school council who show great maturity in organising and running their meetings. Older pupils help and support their younger peers as observed over lunch where a family atmosphere has been established. Pupils show great respect for each other, the resources and buildings. Pupils are very polite to visitors and are delighted and enthusiastic to show their work and share their experiences at the school with them.
10. Pupils' personal maturity is promoted most effectively and their views are sought through questionnaires and through the school council. Pupils know that their views are taken seriously and often result in action. The school promotes pupils' spiritual and cultural education very well. The school's assemblies give opportunities for reflection and very good quality displays enable pupils to be proud of their work and achievements. Religious education and English lessons explore ideas, issues and beliefs and develop pupils' awareness and respect for the views of others of different faiths and cultures, promoting racial tolerance very well and helping to support the harmonious ethos of the school. Good opportunities are given to pupils to appreciate their own culture, through, for example, visits to the Rydale Folk Museum and role play at the Danelaw Dark Age Village, which pupils recall with enthusiasm and which added to their knowledge and understanding of history. Pupils take part in local festivals of word and music, where they are regularly awarded for their performances. They recently produced a CD of original music created with a group of professional musicians. Pupils experience other cultures through their work in history, geography, art, music and science too. For example, they learn how to make boomerangs and enjoyed the art and music of Africa during one of their theme weeks. Excellent provision is made for pupils' moral and social education, which is planned for through the PSHCE programme. Structured discussion times are used to develop pupils' respect and understanding for others. The school often supports charities to raise pupils' awareness of those less fortunate than themselves. The school's excellent practice in including all pupils is

reflected in the generous way in which pupils support each other and ensure that pupils with special educational needs, for example, play a full part in the life and work of the school. A very good example of this was within a music lesson where a statemented pupil's contribution at the end of the piece of music provided a valuable contribution, enriching the overall quality of the work and receiving the much-deserved applause of the rest of the class.

Attendance

11. The attendance rates of the school are very high in comparison with national figures. Pupils very clearly like coming to school to learn and this is having a strongly positive affect on their overall attainment.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	2.6
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.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
43	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is excellent. There are significant strengths in teaching and learning, the quality of the curriculum, the care, guidance and support the school provides and the partnership the school has with parents, the local community and other schools.

Teaching and learning

Teaching and learning across the school are excellent and are markedly better than at the last inspection. The quality of the assessment of pupils' work is very good and teachers make excellent use of it to plan for pupils' individual needs.

Main strengths and weaknesses

- Excellent teacher planning takes full account of individual differences;
- There is excellent practice in promoting equal opportunities and in the creation of equal learning opportunities for all pupils;
- Teachers have an extremely high level of expectation and challenge that leads to very good achievement;
- Pupils work highly productively and often creatively;
- Pupils show an excellent capacity for independent and cooperative work;
- Lessons move at a rapid pace and no time is wasted;
- Support staff are very effective and very well deployed.

Summary of teaching observed during the inspection in 13 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (23%)	8 (62%)	2 (15%)	0 (0%)	0 (0%)	0 (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

12. The very good progress that pupils make in their learning in all parts of the school owes much to the consistently high quality of the teaching. The quality of teaching is very much a result of the very high priority the school gives to the professional development of all of its staff and the careful monitoring of teaching quality that takes place.
13. Pupils are really enthusiastic about their lessons because they are kept interested and busy from start to finish. They become used to giving explanations because teachers effectively ask questions that are stimulating and challenging. Pupils quickly become confident to experiment and take responsibility for their learning; even the reception children who are still attending only for the mornings are given the confidence to play a board game about shapes with no direct supervision.
14. The school is very strong in promoting pupils' creative and expressive development and their skills to investigate and find things out for themselves. So, in an art lesson, a Year 2 pupil asked about a picture he was painting. The teacher responded by saying that it was his picture and, as an artist, he was free to interpret it in any way he wished. This response sums up the philosophy of the staff. Adults create a culture of safety and security, they encourage pupils to 'have a go' and there is never criticism levelled at failure. Mistakes are perceived as learning opportunities and this enables staff to challenge children academically and to ensure very good progress while maintaining pupils' confidence in their own abilities.
15. The extremely high level of expectation shown by all the staff is reflected, for example, in the high quality of performance seen in music lessons and activities. Nothing less than their best is accepted and things that are not right get practised again – and again, if necessary. Consequently, the pace of learning in these sessions is high. The quality of the artwork on display also shows the care and attention to detail that is expected because pupils are encouraged to be proud of their best efforts.
16. Pupils of all ages and abilities quickly become independent and learn how to search for information and find answers to problems. Teachers help them do this by systemically teaching the skills of literacy and numeracy, providing purposeful opportunities for pupils to use them in other subjects and ensuring that pupils regularly use ICT or the school's extensive resource of books and artefacts.
17. The busy atmosphere in each classroom is maintained through extremely careful lesson planning and very effective deployment of additional support staff. The quality of the planning is greatly enhanced by the thorough assessments that teachers and support staff make after every lesson; so, for example, when the Year 1 pupils were confused about whether a two pence piece and two pennies were worth the same amount, the adult teaching the group rejigged her planning for the follow-up lesson and took full account of the difficulties she had identified. Teachers in both classes are very clear about the stage reached in every subject by each pupil and consequently plan work that takes each pupil forward.
18. Teachers are very skilled at helping children maintain concentration by breaking up lessons with a series of mini tasks adjusted appropriately for each level of age and ability. This is

particularly effective in the work and helps provide for pupils with statements of special educational need so that they make very good progress and feel very much part of the whole class.

19. Classrooms are alive with colourful informative displays, which celebrate pupils' achievements or provide them with reminders about facts or rules of work. The whole school is a stimulating environment where pupils see reasons to be proud of themselves and constantly find inspiration. The infant classroom is very effectively set out so that the youngest children gain experience in all the areas of learning that form part of the Foundation Stage curriculum and staff ensure that the children experience a rich mix of structured activities and chances to choose their own.
20. Teachers are able to teach difficult skills in a highly effective way as teaching methods are selected based upon the very effective assessment procedures that track pupil progress and inform future planning. The activities selected afford a balance between whole class, independent and collaborative work. Lessons are often original in their approach and pupils sometimes play a full part in teaching others; for example, older pupils have a weekly opportunity to choose a book to read to the rest of the class and question them to check their understanding. Learning is frequently based on the experiences of pupils during visits or opportunities to explore first-hand, so history is brought to life when pupils are encouraged to dig for evidence in the old garden in the school grounds.

The curriculum

The curriculum meets pupils' needs very well and provides excellent opportunities for enriching pupils' learning. The school is well resourced and makes very good use of its satisfactory accommodation, which offers only limited opportunities for outdoor play for the youngest children.

Main strengths and weaknesses

- The school offers a very broad range of learning opportunities;
- Excellent opportunities both in and out of school time add great value to pupils' learning, particularly in the arts and games;
- The arrangements for pupils moving on to secondary school are excellent;
- The provision for pupils with special educational needs is very strong, as is that for higher attaining pupils.
- Facilities for outdoor play for children in reception are limited.

Commentary

21. The very good curriculum fully meets all statutory requirements, including those for teaching religious education and providing a daily act of collective worship. The key issue from the last inspection has been most effectively dealt with so that long and medium-term planning is carefully checked and now ensures that pupils' learning builds on what they have learned before. The school manages the curriculum for the mixed-age classes very well, ensuring that each age group receives work that is appropriate while also benefiting from the opportunities provided to work alongside older or younger pupils. This is particularly noticeable in the infant class where the encouragement given to the youngest children both by teachers and by the other pupils means that they feel confident to try hard at tasks set for older pupils. One reception child, for example, insisted on trying to spell the word 'school' when the teacher asked the older pupils and made a worthy attempt, much appreciated by the other children.
22. The curriculum for children in the Foundation Stage is a good one, limited only by the lack of suitable outdoor play facilities. There are stimulating areas set out in the classroom for each of the areas of learning and the planning takes full account of the early learning goals in each

area. The school makes sure that the children have as much outdoor play activity as possible, given the limitations that exist, and makes good occasional use of a local playground.

23. The school makes very good use of its accommodation and of its learning resources. Pupils in Years 1 and 2 benefit from the imaginative layout of the infant classroom and older pupils are encouraged to make full use of the very well equipped ICT suite and library next to their classroom to develop their independent learning skills. Features of the school's grounds are also used very imaginatively to enhance the curriculum and to develop pupils' personal qualities; the wildlife area, for example, extends science and geography studies while the quiet grassed area under the trees provides a place for pupils to sit quietly and reflect.
24. The national strategies for literacy and numeracy have been very sensibly adapted to the school's own circumstances and the high standards attained show the success of the school's curriculum in these subjects. The use of both literacy and numeracy in other subjects is both imaginative and productive, as is the frequent and regular use of ICT. Pupils have many stimulating opportunities to write for a wide range of purposes and audiences, to use their reading skills to research and to use their communication skills in a wide variety of situations. Numeracy skills are developed through the use of graphs and charts as well as regular opportunities to measure in science and design and technology. Displays around the school show how widely pupils use their ICT skills in recording information, data analysis, desktop publishing and art and design.
25. Teachers are very skilled at developing pupils' personal qualities through their teaching and in other school activities, not only generally but also through PSHCE lessons, where pupils have the chance to discuss feelings and beliefs and tackle issues such as caring for the environment or how to eat healthily. The school's policy for sex education was arrived at only after extensive discussion with parents, staff and governors and is working effectively. The school council provides very good opportunities for pupils to develop citizenship skills and awareness.
26. There is a very strong commitment to equal opportunities that ensures that the curriculum is fully inclusive and that all pupils, whatever their ability or background, benefit to their capability. Extra booster groups are provided for pupils who are assessed as needing them and the provision generally for pupils with special educational needs is very strong. The curriculum is monitored very effectively and innovative approaches to learning are encouraged. The mixed age classes ensure an excellent smooth transfer from reception to Year 1 and the school works hard and successfully to ensure that the move from the infant class to the junior class, with its very different culture and approach, is painless. Transfer arrangements between the school and the secondary school are excellent, with many chances provided for pupils to meet their future classmates from other schools and the teachers who will be spending most time with them.
27. The arts have a high profile in the school and the imaginative approaches taken ensure high standards in art, music and literacy and very high levels of interest. Theme weeks provide experiences of other cultures and often have a strong focus on the arts, with pupils being able to work alongside artists, musicians and writers. Art, literature and ICT are often intertwined, as in the excellent displays of pupils' work in the style of Andy Goldsworthy, where photographs of the constructions made using leaves and other natural objects accompany sensitive and very high quality poems, all presented on computer-generated backgrounds. Pupils' insights into literature are fostered through the creative use of role-play and other original approaches to texts. There is a very well established tradition of taking part in local music festivals, which provide all junior pupils with the chance to sing and play in public. Recently, the junior pupils made a recording with a professional music group that was of very high quality. The quality of lunchtime and after-school activities, such as recorder, hand-chimes or the boomerang club is very high and these groups are very well attended.

28. Many visits take place, invariably with a strong curriculum link, and the residential visit in particular plays a strong part in extending the physical education curriculum. Pupils also regularly visit a nearby swimming pool and many take part in various sports and games after school activities in preparation for competitions with other schools; the netball team has been particularly successful in recent years.

Care, guidance and support

The school provides a very caring and secure environment for the pupils and staff. Pupils receive excellent support and guidance. They are given excellent opportunities to share their views and ideas, which are listened to and acted on.

Main strengths and weaknesses

- High levels of care enable pupils to learn, achieve and develop;
- Very thorough checking of pupils' needs and tracking of their progress ensures that the support and guidance they receive is appropriate and productive;
- The school gives pupils many opportunities to share their ideas and views, which are listened to and acted upon.

Commentary

29. Pupils and parents feel this is a strong area of the school. Pupils feel confident that they can approach adults with concerns and worries. The clear procedures that are in place for health, safety and child protection ensure that the school provides a very caring environment in which pupils can learn and develop into mature adults. Young children are very carefully introduced to school life and they settle quickly into the daily routines of the school. There are very well developed procedures that enable pupils who join the school midway through the year to feel at home and rapidly begin learning. The school is very sensitive to the individual needs of all its pupils and works hard to ensure that they are fully met. This is supported by the very effective assessment and monitoring of pupils' work, which is clearly supported by class, group and individual targets for pupils to focus on and further develop. The school listens to pupils' views so that the headteacher has a very clear view on how her pupils see the school and she encourages them to become involved in decision-making. This was seen recently when the school council chose and purchased play ground equipment.

Partnership with parents, other schools and the community

The parents think very highly of the school and strongly support its work. The school has also established excellent links with the community and local schools, which are having a very positive impact on pupils' learning.

Main strengths and weaknesses

- Parents are very supportive; their views are listened to, considered and acted upon;
- The school provides very good quality information to enable parents to take an active part in their children's education;
- There is very strong support by the Parent, Teacher and Friends' Association;
- The school makes excellent use of the local community to support the curriculum and pupils' personal development and makes significant contributions to community life;
- There are excellent links with neighbouring schools and some further afield that enhance the pupils' learning and contribute to staff development while also benefiting the schools concerned.

Commentary

30. A range of very well presented information is provided for parents on the everyday routines of the school, the curriculum being taught in the classes and the progress their children make during their time at the school so that they are able to help their children in their learning. Parents have many opportunities to share in their children's learning and achievements through homework, assemblies, productions and workshops. Parents are consulted regularly through questionnaires and in other ways; for example, they were invited to form part of a working party to discuss the issue of sex education. The hard work of the Parent, Teacher and Friends' Association, through social and fund raising events, has recently resulted in the purchasing of an interactive white board for the school. The school greatly appreciates the work that they do.
31. The school has developed extremely strong links with neighbouring and other schools. The school prepares young children for starting school through very constructive links with the local playgroup. Similarly, excellent transfer arrangements support pupils at the end of Year 6 when they prepare to begin their secondary education. Local schools join together for visits and share accommodation to enable children to experience a full and enriched curriculum. Teachers from overseas as well as teacher training students are welcomed by the school. Strong links have also resulted from the headteacher's mentorship of heads in other schools and from the achievement of Advanced Skills Teacher status by the junior class teacher.
32. The school takes a full and active part in local events, such as the Eskdale Festival of Arts. A wide range of educational visits has included trips to Middlesbrough Football Club, linked to healthy eating and keeping fit, and a visit to The Endeavour and Whitby Museum to experience local history. Local expertise is also drawn upon such as the writing workshop led by a local author.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is excellent overall. The leadership of the headteacher is excellent and she is given very strong support by other staff. The quality of governance and management at the school is very strong. Factors that are potential barriers to learning, such as the significant proportion of pupils leaving or arriving at school mid-year and the outdoor play facilities, have been effectively addressed.

Strengths and weaknesses

- The headteacher has inspiring vision, determination and commitment to school improvement, which is shared by the whole staff team;
- A very effective governing body plays a full part in the life of the school;
- The whole school has an excellent commitment to inclusion;
- There are excellent opportunities afforded for continued professional development for all staff.

Commentary

33. The headteacher provides an excellent role model and has a relentless focus upon the pupils' and the school's achievement. This is clearly evident within the school's strategic planning, which promotes its ambitions and goals most effectively. She is inspirational in her ability to motivate both staff and pupils. The school has an excellent commitment to inclusion so that each individual matters and pupils understand and respect others' beliefs and differences extremely well. Very effective teams have been created to support school improvement, curriculum delivery, assessment and pupils' attainment. The school rigorously evaluates pupils' performance and the quality of the education it provides and uses the information collated very effectively to inform its future planning. Consequently, the potentially difficult issue of pupil mobility has been tackled very effectively and the school, while doing what it

can to provide outdoor play for the reception children, has identified its provision as its main priority for future spending.

34. There has been a very good improvement in the role of the governing body since the school was last inspected. Various personnel changes, including the appointment of a new chair, now result in governors playing a very active role in school planning and the monitoring of the School Improvement Plan. They are effectively supporting the headteacher in shaping the vision and direction of the school. They most effectively fulfil all their statutory duties and have a very clear understanding of the strengths and weaknesses of the school. Through the effective implementation of performance management, they both challenge and support the headteacher within her role.
35. There is an extremely high commitment to continued professional development. An example of this is the headteacher's encouragement for a colleague to apply successfully for Advanced Skills Teacher status. Another is the successful completion of qualified teacher status within the school this year for a member of the support staff. The headteacher was instrumental in mentoring and advising her colleague as she trained to become a teacher. Invitations to teachers from Japan and Switzerland to visit the school for extended periods provide mutually beneficial opportunities to share professional practice from an international point of view. Similar benefits accrue from the school's support for initial teacher training, for which the school provides an excellent place for students to learn.
36. Staff are able to work so well because of effective deployment and carefully managed workloads and because of the very strong team ethos in the school.
37. Approaches to financial management are very good. The Chair of Governors has worked with the headteacher and school bursar to rationalise processes and procedures effectively regarding the allocation and expenditure of devolved funding. Clear evidence exists of the implementation of the school's best value statement and this is well reflected in the allocation of resources.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	158,175
Total expenditure	152728
Expenditure per pupil	3394

Balances (£)	
Balance from previous year	7007
Balance carried forward to the next	12454

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

38. Overall, provision in the Foundation Stage is **very good**. The quality of teaching and learning is very good in all the areas of learning seen. This marks a significant improvement since the last inspection.
39. Because the two reception children were present only in the mornings of the two days of inspection, it was not possible to collect evidence relating to all areas of learning. Two lessons were observed that involved the reception children, one in communication, language and literacy and one in mathematical development. The lessons also involved creative activities, aspects of physical development and work relating to knowledge and understanding of the world. The children were observed briefly in the playground. The work of last year's reception group was scrutinised.
40. Excellent leadership of the Foundation Stage ensures that the classroom they share with pupils in Year 1 provides a rich learning environment for the children, supported by a teaching team that has very strong expertise in working with young children. Relationships are excellent and approaches to learning stimulating and relevant. Lesson planning is excellent, appropriate for the age group and not subsumed into the planning for the rest of the class. It is informed by very effective assessment. Adults ensure that the children benefit in both their academic and their personal development from working for part of the time alongside the older pupils in the class. Consequently, children are enabled to get off to a secure and confident start to their school life.
41. There is insufficient evidence to make a judgement about provision in **knowledge and understanding of the world, creative development** and **physical development**. However, evidence from their work shows that most are on target to exceed the learning goals set for them in knowledge and understanding of the world and creative development. Children begin to develop knowledge and skills in science, beginning to learn how to examine a plant, for example, and label it accurately. They start to understand the nature of an investigation and learn the appropriate language to use. They use the computer to play games, to manipulate images and to begin to word process. They learn about differences between their own toys and those used by their parents and grandparents, beginning to get a feel for the past. They learn about the area around the school and their village and find out that other places can be very different. They learn to observe plants carefully and draw and paint their own versions with more and more detail. They make a model person from play dough, learning through the teacher's prompting to add more features. The limited evidence available showed that children move confidently around the playground, joining in games with the older pupils and showing a good awareness of space. Last year's reception children, now in Year 1, are also confident movers and show good skills in ball control. Children's manipulative skills are good and they are able to produce play dough figures with clearly recognisable features. They are beginning to form letters that are recognisable. The provision of outdoor play facilities dedicated to the needs of reception children is the top priority in the school improvement plan but in the meantime the school makes use of a nearby playground and encourages children to use the school's own playground when appropriate.

Personal, social and emotional development

Provision is **very good** in this area of learning.

Main strengths and weaknesses

- Standards are high by the time children leave reception;
- Teaching and learning are very good;
- Children have very positive attitudes to learning.

Commentary

42. Children begin school with limited experience of formal learning. Most attended a local playgroup for two or more mornings a week. They settle quickly and soon have the confidence to answer questions in front of the whole class; some volunteer answers and are disappointed if they are not asked. They behave well, follow instructions and begin to work and play with good levels of concentration. They learn to work together independently in, for instance, playing a board game. Children achieve very well because of the high standards expected of them.

Communication, language and literacy

Provision is **very good** in this area of learning.

Main strengths and weaknesses

- Children are on target to exceed the goals set for them by the end of reception;
- Teaching and learning are very good;
- Children enjoy their work in this area of learning.

Commentary

43. Children achieve very well because they are given challenging work that is also fun. Communication skills and the skills of literacy are systematically developed through work in all the areas of learning and children are introduced to the skills of ICT, which also benefits their literacy skills. Children enjoy joining in spelling and word games with the older pupils. They work well at the tasks they are given because these are so well matched to their needs and because the teachers present them in such interesting ways. They are given opportunities to speak and listen to each other, to the rest of the class and to the adults working with them and they take those chances confidently, often expressing themselves well. They begin to develop their skills of reading and writing under careful supervision and, when given a choice of activities, sometimes make use of the 'office' where they 'write' lists and telephone numbers independently.

Mathematical development

Provision is **very good** in this area of learning.

Main strengths and weaknesses

- Standards are on target to be above those expected by the end of reception;
- The quality of teaching and learning is very good;
- Children have positive attitudes to number and mathematics.

Commentary

44. The tasks set engage the children's interest while systematically developing their skills in number and shape recognition. For example, they learn to identify and name a variety of shapes through digging in the sand for hidden shapes which they then place in appropriate categories. Their learning is reinforced and further developed by the teacher's pertinent and challenging questions. Their number skills develop alongside those of the older pupils as they count together in a variety of ways. Because their lessons are so interesting and pitched to stretch their learning, children achieve very well.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Leadership of the subject is very strong;
- Teaching and learning are very good and often excellent;
- Pupils achieve very well, reflecting their success in national tests; standards are above average by the end of Year 2 and well above average by the end of Year 6;
- Pupils have high standards in speaking and listening because of the rich opportunities they have to practise them;
- The skills of reading and writing are systematically developed and used very effectively to promote learning in other subjects;
- Planning makes excellent use of assessment to ensure that the needs of all pupils are met;
- Lessons are extremely challenging and stimulating so that pupils of all abilities achieve very well;
- ICT is used very effectively to promote achievement in English.

Commentary

45. The present high standards are a great improvement since the last inspection, when standards were judged to be average. Under the very effective leadership of the subject co-ordinator, there have been significant improvements to teaching and learning and to the curriculum. The school has made very effective adjustments to the national literacy strategy and literacy skills are given a very high priority. Teachers use the structure of the literacy hour flexibly and imaginatively and provide other opportunities for pupils to write at length or read in other English lessons as well as in lessons in other subjects.
46. Thorough and evaluative monitoring of teaching, scrutiny of planning and samples of pupils' work, and the excellent use of assessments to inform planning and to set targets help to maintain the high quality of provision and lead to very good achievement by pupils of all abilities. Pupils' particular needs are rapidly identified and strategies applied to meet them. Higher attainers are given work that catches their interest and challenges them, often involving personal independent research and the use of the computer. Pupils with special educational needs, particularly those with a statement, are given the support to let them play a full part in lessons or to develop learning at their own pace individually with expert help from a teaching assistant.
47. Pupils are very articulate and teachers encourage ambitious and appropriate use of words from the beginning, as, for instance, when the teacher challenged pupils to find a more suitable word than 'extraordinary' to describe a magic bicycle. Pupils in Years 1 and 2 are stimulated to animated debate over the best words to use to describe Martin the Alien. Teachers value the views of pupils and encourage them to express them clearly, often using

a challenging question to push them to elaborate. Pupils soon learn the conventions of debate and listen very well to the opinions of others, often showing appreciation of ideas they had not thought of. Pupils in the school council apply these conventions very well in their deliberations.

48. The skills of letter recognition and reading are systematically developed from the start and, by the time pupils reach Year 6; they are expected to be able to hold the attention of the rest of the class in reading a story they have selected. Pupils develop a variety of strategies for recognising words and soon progress to using the context to supply meaning. Older pupils are very good at scanning and skimming to obtain information efficiently and, because the teachers appreciate the literature they are using, pupils understanding the implications of a story very well.
49. Pupils are encouraged to see themselves as authors and produce their own well structured stories in booklets with a cover design, an author profile, review extracts and a blurb; these are beautifully presented, either using very neat handwriting or word processed accurately. Rich opportunities are given for a wide range of kinds of writing for a variety of audiences so that pupils learn to write in a range of styles. Writing is often extremely creative, as when junior pupils wrote evocative short poems to accompany their excellent Andy Goldsworthy art studies: 'A fallen feather, sent to sleep by the bird's song, wearily he lies'. Art and writing are often used most effectively together to promote feelings and expressive language. The teachers' extremely high expectations are seen in the marking of pupils' written work. With an equal focus on content and skills, it is encouraging and appreciative but also moves learning on, promotes experimentation and does not accept second best.

Example of outstanding practice

An excellent English lesson with junior pupils illustrates the quality of teaching and learning in the school. The teacher began by saying, 'We're doing a philosophy lesson today,' and then teased out the implications of this statement. Pupils' interest was further caught by the teacher's use of puppets to represent the characters in the story of the Paperbag Princess. Everyone, including very notably a statemented pupil, who made a splendid dragon, was involved in role playing the story. The teacher's highly imaginative presentation enabled the pupils to open up the issues at the centre of the story, record them, and discuss which they wanted to spend time in exploring. The ensuing discussion took pupils deep into the characters of the story and into the moral dilemmas that faced them, thus developing literary insights while promoting pupils' moral and social development equally well. The teacher skilfully turned the debate to deal with issues of inclusion and physical appearance.

Language and literacy across the curriculum

50. Standards in all subjects are enhanced by the school's policy of reading and writing across the curriculum. Teachers take every opportunity to involve pupils in reading and writing as often as possible, whatever the subject. Pupils highly developed literacy skills enable them to understand difficult concepts in, say, history, science or religious education and to articulate them using appropriate terminology. When ICT is involved as well, as with the Andy Goldsworthy project, presentation is often excellent with equal benefits for English, art and design and ICT.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils of all abilities achieve very well and standards are high;
- Leadership of the subject is very strong;
- Teaching and learning are consistently very good;

- Excellent teacher planning makes excellent use of assessment to take very careful account of individual differences and needs;
- Pupils are keen and enthusiastic and enjoy the subject.

Commentary

51. Because of unfailingly challenging teaching throughout the school, pupils achieve consistently very well, reaching above average standards by the end of Year 2 and well above average standards by the end of Year 6. These standards are reflected in the results of national tests. This is a very marked improvement since the last inspection, when standards were judged to be average. The teachers' planning is carefully checked to ensure that it builds systematically on pupils' previous learning and daily planning is very well supported by the teachers' thorough assessment of pupils' responses in each lesson. An excellent example of this was when, following the previous day's work on money, the teacher, having assessed pupils' work, re-planned the whole of the following lesson as it was clear that the pupils had not understood the tasks set. Teachers' constructive marking of written work provides encouragement, challenges pupils to make even more progress and leads to very good rates of learning.
52. Teaching is consistently very good and sometimes excellent. An excellent lesson delivered by the class teacher was based around measuring and shapes. Groups of children were targeted for individual support. Support assistants were used effectively to support the learning of Year 3 pupils who worked outside estimating length. A pupil with a statement of special educational needs was included within this group, using playground markings to identify numbers between one and ten. Inside there were groups of older pupils converting measurements into fractions, decimals and percentages and the group of Year 6 pupils were attaining well above expectations for their age.
53. Mathematics is used very effectively in other subjects. Computers and calculators are used to reinforce learning and help pupils check their work and assess how well they have done. Key mathematical words are taught effectively and, as they progress, pupils demonstrate developing language and relevant mathematical vocabulary which helps them tackle ever more difficult problems.
54. The very secure knowledge of the subject leader ensures that materials in addition to the class workbooks are available and adapted to meet particular needs. Pupils are constantly encouraged to improve their numerical skills and tasks that involve them in problem solving promote their ability to work independently as they progress through the school.

Mathematics across the curriculum

55. Mathematics is used frequently and very effectively in other subjects so that pupils apply their skills in a wide variety of contexts. Work in science often involves pupils' skills in measurement and data handling while charts and graphs are used to record information in subjects such as geography and personal, social and health education.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and standards are high;
- Teachers' knowledge of the subject and high expectations bring out the best in the pupils;
- The skills of investigation and observation are systematically developed;

- The use of ICT, numeracy and literacy greatly enhances learning in science.

Commentary

56. There have been considerable improvements since the last inspection, when standards were average. Teaching and learning have also improved, as has the curriculum.
57. Because pupils are encouraged to observe carefully and investigate fairly from the beginning, they develop the skills of science very well. Younger pupils are given work that closely relates to their experience and good use is made of the school grounds. Teachers encourage pupils to use a variety of ways of recording their findings so that, by the time they reach Year 6, they are able to choose for themselves what to record and how to record it. Very good and frequent use is made of ICT and of pupils' numeracy skills. The evidence from pupils' work in the junior class confirms the high standards shown in the national tests and the very effective way in which higher attainers are challenged. The work done in the Boomerang Club, for example, involved quite sophisticated understanding of how forces operate.
58. The teaching seen, both in class and in the after school activity, was very good with some excellent features. Approaches were stimulating, relationships excellent and work rates very high. Achievement was very good for all pupils concerned.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **very good**.

Main strengths and weaknesses

- Pupils of all abilities achieve very well and standards are high;
- Teaching and learning are very good;
- There is a very rich curriculum enhanced by excellent resources;
- Older pupils are very good at using computers independently for investigation and presentations;
- Leadership of the subject is very strong.

Commentary

59. No discrete lessons were seen in ICT but the subject was taught extremely effectively across other subjects.
60. Because of the very strong leadership, there has been a significant improvement in the provision for ICT since the school was last inspected. Pupils throughout the school achieve consistently very well, reaching above average standards by the end of Year 2 and well above average standards by the end of Year 6.
61. Pupils are enthusiastic about their learning and they are very well supported by excellent resources that include an ICT suite, an interactive whiteboard and a range of television and audio equipment. Pupils' skills are being developed by accurate assessment, very good teaching, clear tracking of their learning and planned use of funding.
62. Pupils in Year 1 independently accessed software on computers to create a background for digital photographs that they had taken the previous week. As they progress through the school, pupils' skills at investigation and evaluation are developed and they are encouraged to use the worldwide web both in school and at home in order to research topics.
63. Teachers regularly use questions well to challenge pupils' thinking, reinforcing learning and raising self-esteem. Year 6 pupils confidently spoke about the work they do in ICT and how it helps them in other areas of their learning. They were able to access slide shows on the

computer of themed weeks in which they had been involved. They demonstrated videos they had made after using a digital camera to take pictures and then downloading images onto the computer. They then developed this work creating multimedia presentations that can be used to show the progress they have made during their time at school.

Information and communication technology across the curriculum

64. ICT is used regularly and frequently throughout the school to promote learning in other subjects. Children and pupils in the infant class have many opportunities to use the computer for, for example, maths games and activities or in creating their designs for design and technology projects. They use a painting program in science to portray their version of a healthy meal and produce graphs to illustrate food preferences. Pupils in the junior class make frequent use of the ICT suite next to their classroom as part of their work in most subjects. For example, they independently access a web site to research the Marie Rose as part of their history studies. They also use the computer to draft and edit work in English or draw labelled diagrams and charts in science.

HUMANITIES

65. No lessons were seen in religious education or geography. Judgements are based on the evidence of scrutiny of pupils' work, discussions with pupils and teachers and examination of assessment and planning files. One lesson was observed in history; other evidence used was as for religious education and geography.

Religious education

There is insufficient evidence to make an overall judgement about provision in religious education.

Main strengths and weaknesses

- Pupils throughout the school achieve very well and standards are high;
- The subject promotes pupils' spiritual, moral, social and cultural development very well;
- The subject is very well integrated with other subjects.

Commentary

66. The subject is very effectively led and is very largely taught by the subject leader. The work that pupils do in religious education is invariably challenging. It follows and adapts the locally agreed syllabus and focuses largely on Christianity, Judaism and Buddhism, with some attention to Islam. The teaching encourages imaginative ways of presenting material and this catches pupils' interest very well. Work is often built on pupils' own experience, either at home or from visits, such as that to the local church.
67. Standards are above those expected by the end of Year 2 and well above by the end of Year 6 and have significantly improved since the last inspection.
68. Older pupils show very well developed understanding of and insights into the beliefs of others and are very respectful of them. They are able to discuss the nature of faith and how different groups apply their faith.
69. The subject supports and is supported by subjects, such as art and music. Pupils have produced some impressive collages on the theme of creation and are producing excellent composition work on the same theme.

Geography

There is insufficient evidence to make an overall judgement about provision in geography.

Main strengths and weaknesses

- Pupils of all abilities achieve very well and standards are high;
- There is a very rich curriculum, enhanced by visits, visitors and first-hand experiences;
- Pupils enjoy the subject.

Commentary

70. Pupils in Years 1 and 2 study the school and its locality and progress in Years 3 to 6 to developing suitable geographical terminology, making use of atlases and globes and studying the effect of water on the landscape. The interest of younger pupils in places further afield is raised by the adventures of a travelling teddy bear who originated from Australia. Visiting teachers from overseas provide new insights for the pupils about life in other countries; a teacher from Japan promoted pupils' writing about Japan and its customs and the teacher from Switzerland in school at present is already encouraging pupils to find out about his homeland.
71. The subject leader ensures that the curriculum is stimulating and relevant and is very much based on 'hands-on' experience. Fieldwork in the school grounds and the surrounding countryside promotes learning very effectively; as do the visits further afield, particularly the residential visit for the older pupils. Pupils are enthusiastic in considering and debating environmental issues and the school council, for example, are keen to improve the school's own environment through deciding how to lay out and resource the playground.
72. Standards have significantly improved since the last inspection.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Pupils of all abilities achieve very well and standards are high;
- Teaching and learning are very good;
- The curriculum provided by the school is very rich;
- Pupils develop very good investigation skills;
- Leadership of the subject is very strong;
- There is very good use of external visitors and field trips to support pupil learning.

Commentary

73. Pupils achieve very well during their time in the school, reaching above average standards by the end of Year 2 and well above average standards by the end of Year 6. Systematic planning on a two-year cycle is carefully monitored by the subject leader and daily planning is very well supported by the teachers' thorough assessment of pupils' responses in each lesson. Teachers' constructive marking of written work provides encouragement and clear indications of how to do even better. For example, a teacher reinforced the pupils' learning about growing up in the 1970s by making sure the pupil understood the key concepts of 'unemployment' and 'inflation'. Learning is supported by a wide range of resources, including artefacts, a good supply of books and much computer based material. The school grounds

are used imaginatively and enthusiastically by pupils as a source of evidence about local history.

74. Pupils develop their historical skills systematically while building up their knowledge of history through interesting and often exciting experiences. Pupils show good progress in how they present their work. Digital photographs are widely used to help assess pupils' work and pupils begin to draw upon life in the past and today to make meaningful comparisons.
75. In Year 3, pupils begin to place events, people and changes into their correct time periods. As they progress through the juniors, they make use of dates and vocabulary relevant to the work they are undertaking. For example, for homework, a Year 5 pupil compared her favourite toy with that of an older member of the family. Both contributed to the worksheet provided which was presented as part of the ongoing topic.
76. Displays across the school reinforce pupils' learning very well; they are varied and of a very high quality. They reflect cross-curricular learning. Examples include, a display tracking the history of popular music since 1950 and a tapestry of the town of Whitby between 1300 and 1400, outlining the role of the monks in the Abbey.
77. A very effective lesson on Henry VIII was delivered in a modern day fashion using the forum of the popular television series, 'Blind Date'. The teacher's enthusiasm was infectious and motivated pupils to very good levels of attainment. Extended questions constantly challenged pupils' thinking, reinforcing learning and supporting self-assessment. Pupils were able to remember, select and organise historical information, which was based on high quality resources produced by the very knowledgeable teacher. Support assistants were very effectively deployed to ensure that all members of the class made the most of the learning opportunities. Pupils remained on task throughout the lesson and subsequently were able to convey their knowledge and understanding, both orally and in writing.
78. Standards have significantly improved since the last inspection, as a result of improved teaching and better resources.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. No lessons were observed in design and technology, but pupils' work was examined along with teachers' planning and assessments. It is clear from pupils' work that standards are above average by the end of Year 2 and well above average by the end of Year 6. The quality of work shows that pupils of all abilities achieve very well. In Years 1 and 2, pupils learn how to plan and communicate ideas, drawing upon their own and others' experience. Through very good teaching, they then develop these ideas by shaping materials and assembling components. A very good example of this is the dinosaur display in the infant class where pupils have planned, designed and made dinosaurs out of every day objects to a high quality.
80. As pupils progress through the school, the rich curriculum ensures that they continuously have opportunities to investigate and evaluate a variety of products. A wide range of materials, food and textiles support design and making processes. Pupils made puppets to the highest standard and a record of their efforts was clearly evidenced in their workbooks.
81. Older pupils are given well-defined practical tasks that further their range of skills, techniques, processes and knowledge. Digital photography is used extremely effectively to enable them to self reflect and assess. By the end of Year 6, design and making tasks utilise a wide range of materials, including mechanical components, food, mouldable material, stiff and flexible sheet materials and textiles. The excellent after school boomerang club further develops their design and technology skills along with their scientific knowledge.

82. No lessons were seen in physical education and no overall judgement can be made about provision. Discussions took place with pupils and with staff and photographic and other evidence of pupils' achievement in games was examined. It is clear that pupils achieve very well in swimming and in games such as netball and football and that there is a good curriculum that compensates well for the limitations of the school's own accommodation. The school has ensured that gymnastics takes place at another nearby school, that dance occurs during pupils' use of the village hall and that older pupils experience outdoor and adventurous activities during their residential visit.

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and standards are well above average;
- The subject makes a very strong contribution to pupils' spiritual, social and cultural development;
- Art is most effectively integrated with other subjects;
- The quality of display is excellent.

Commentary

83. The subject has a high profile in the school and is very well led. The quality of teaching and learning is very good. It is very well resourced and it is clear that the school expects nothing but the best from the pupils.
84. The high quality of art and design is reflected most effectively in the quality of the displays of pupils' work around the school. These often feature the work of a whole class and show even the lower attainers achieving work that is highly expressive and very skilled. The best work is extremely effective, all the more so by being displayed alongside the writing that it has inspired. The use of ICT also enhances the quality of the work, which overall reflects the great care pupils take in presenting their work and their pride in it.
85. The subject is very well led and the very rich curriculum is enhanced by regular theme weeks that sometimes feature art and artists from other cultures. Striking work based on the style of Australian Aborigines complements pupils' learning about boomerangs in science. Visits and visitors also add interest and value to pupils' learning. Pupils are encouraged to work in a wide range of media and to experiment with a variety of tools and techniques. Skills are systematically developed and sketchbooks are used effectively to practise, to experiment and to draft.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- The subject is very effectively led;
- Standards overall are well above average and in singing they are very high;
- The quality of teaching and learning is very good;
- The subject makes an excellent contribution to pupils' personal development.

Commentary

86. Music has a high profile in the school, which is reflected in the esteem with which it is held locally. The very effective subject leader encourages pupils to take part in local festivals, where they are very successful in choir and duet singing, group percussion and recorder ensembles and duets. This success is shared by all the junior pupils, since the school choir consists of the whole of Class 2. The pupils' skills were recognised recently when they were invited to make a CD with a professional singing group. Musical skills are further developed by the excellent out of school recorder and hand-chime clubs.
87. By the time pupils leave the school, the quality of their singing is extremely high and they are very skilled at composition. Many pupils perform very well on instruments, such as the recorder, with higher attainers playing other instruments as well. Pupils of all levels of ability achieve very well because of the intensity and pace of the lessons and pupils with special educational needs are enabled to play a full part in the lesson, often shining in their own particular way. Teachers have extremely high expectations, to which the pupils respond extremely well, by persevering and patiently working for the detailed performance demanded by the teacher.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in PSHCE is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good;
- An open and sympathetic atmosphere encourages pupils to air their views and feelings with confidence;
- Pupils have very well developed discussion skills.

Commentary

88. Pupils' personal development is underpinned by the whole ethos of the school. It is very well supported by very well taught lessons in PSHCE. Younger pupils learn to take turns and listen to others in these lessons. They deal with topics such as rules and healthy eating, the latter being part of the school's move to become a healthy school. Lessons with older pupils, whose discussion skills are very well developed, deal with issues such as staying safe. Pupils are encouraged to give their opinions and air their concerns in an atmosphere of sympathy and support. PSHCE also forms part of other lessons, such as one that looked at issues of appearance and how people should be treated. School assemblies also deal openly and clearly with issues that concern the pupils. The school council is an important part of the school's provision for PSHCE.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	1
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	1
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	1
Attendance	1
Attitudes	1
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	1
The quality of education provided by the school	1
The quality of teaching	1
How well pupils learn	1
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	1
The school's links with other schools and colleges	1
The leadership and management of the school	1
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
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).