

INSPECTION REPORT

HOOKSTONE CHASE COMMUNITY PRIMARY SCHOOL

Hookstone Chase, Harrogate

LEA area: North Yorkshire

Unique reference number: 121428

Headteacher: Miss Alexandra Fairman

Lead inspector: Mr Andrew Scott

Dates of inspection: 8th – 11th December 2003

Inspection number: 256502

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:	283
School address:	Hookstone Chase Harrogate
Postcode:	HG2 7DJ
Telephone number:	01423 886026
Fax number:	01423 881453
Appropriate authority:	Governing body
Name of chair of governors:	Mr Nigel Gair
Date of previous inspection:	13 th July 1998

CHARACTERISTICS OF THE SCHOOL

This is a larger than average community primary school with 283 pupils. Approximately half of the pupils come from the immediate neighbourhood, but many come from further afield, even from outside Harrogate. The vast majority of pupils are of white British heritage. There is a small number of pupils from different ethnic backgrounds. Several of these pupils do not have English as their first language but are very competent speakers of English. A significant number of pupils enter school either after the age of four or leave before they are eleven. Most pupils come from average social backgrounds and they enter the school with average knowledge and skills. Almost 20 per cent of pupils have special educational needs, which is slightly higher than average. Most of these pupils have mild learning difficulties but seven pupils have statements of special educational needs for a number of reasons, including physical and behavioural difficulties. A further nine pupils also have statements for speech and communication difficulties and autism. These pupils, aged between four and seven, are given specialist support and teaching in the Resourced Provision, with the aim of re-introducing them into mainstream education by Year 3.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27545	Mr Andrew Scott	Lead inspector	Mathematics, information and communication technology, music, English as an additional language
13448	Mrs Dawn Lloyd	Lay inspector	
18505	Mr David Matthews	Team inspector	English, art and design, design and technology
20646	Mrs Margaret Palmer	Team inspector	Geography, history, religious education, the Foundation Stage
22466	Mrs Diane Pearson	Team inspector	Special educational needs
2759	Mr Derek Sleightholme	Team inspector	Science, physical education

The inspection contractor was:

peakschoolhaus ltd

BPS Business Centre
Brake Lane
Boughton
Newark
Nottinghamshire
NG22 9HQ

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
OTHER SPECIFIED FEATURES	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's provision for its pupils is satisfactory. There is a warm and supportive community spirit within the school which creates a secure and positive atmosphere for learning. Pupils attain average standards by the end of Year 6 in most subjects, except science, which is below average. Pupils' overall achievement is satisfactory, because they enter and leave school with average abilities. The quality of teaching is satisfactory overall but good in art and design and physical education. The teaching of science, though, is unsatisfactory. The leadership and management of the school are satisfactory. **The school gives satisfactory value for money.**

The school's main strengths and weaknesses are:

- its caring and respectful ethos in which pupils develop positive attitudes to work and become responsible individuals
- the good systems for monitoring all aspects of the school's progress, although there is not enough rigour in drawing conclusions from them
- teachers' expectations of pupils which are not consistently high enough, and so standards are not improving as much as they should be
- the below average attainment in science throughout the school
- the enrichment of the curriculum by a good range of cultural and sporting activities, and very strong links with the local community
- the good standards in art and design and physical education
- the high level of attendance which shows that pupils are eager to come to school

The school has made satisfactory progress since the last inspection in 1998. Standards in the main subjects declined for a time but are now higher and are close to what they were five years ago. The level of attendance, the quality of care and the links with the community have all improved. Overall, therefore, this is an improving school. However, teachers' expectations of pupils have not improved enough. Although the school's arrangements for monitoring its work are in place, its evaluation is not rigorous enough.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	C	C	C
Mathematics	C	E	D	D
Science	D	E	D	E

*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.*

Pupils' achievement throughout the school is satisfactory. Pupils enter the school with average knowledge and skills. As the teaching in the reception classes is satisfactory, pupils make satisfactory progress and achieve the goals expected of them by the end of the year. Their achievement in personal and social development is good, because teachers have high expectations of the children's involvement. By the end of Years 2 and 6, pupils' attainment is average in English, mathematics and most other subjects. However, it is below average in science and pupils' achievement is unsatisfactory. Pupils' attainment in art and design is above average and pupils achieve well. Standards in information and communication technology (ICT) and religious education are average throughout the school. Pupils with special educational needs achieve well.

Pupils' personal development is good. Their spiritual, moral and cultural development is good, and their social development is very good. Pupils behave responsibly and have a sensible attitude to work. They enjoy coming to school and so the level of attendance is consistently high.

QUALITY OF EDUCATION

The quality of education that the school provides for its pupils is satisfactory. Teaching and learning are satisfactory overall. In science, teaching is unsatisfactory and, as a result, pupils do not learn satisfactorily. However, there is much teaching that is good throughout the school in many subjects. The teaching of art and design and physical education is good and pupils make good progress.

The school's curriculum is satisfactory. There are good opportunities for pupils to broaden their experiences. The provision for pupils with special educational needs is good. The school takes very good care of its pupils. Pupils feel safe and valued, and know that there is always an adult they can turn to, when they feel the need. Parents support their children well and the good procedures for transfer mean that pupils are well prepared when they start this school and go on to their secondary school. Links with the community are especially strong and provide the pupils with a wealth of opportunities for learning and understanding the wider world.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership of the headteacher and key staff is satisfactory. The current priorities of the school are the right ones and they are returning the school to where it was at the time of the last inspection. The governance is satisfactory. Governors keep a close watch on the school's development but they do not act decisively enough to ensure that standards are as high as they should be. The management of the school is satisfactory. There are good systems for checking the quality of teaching and learning but these are not used effectively enough yet.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think very well of the school. They consider that the school is led and managed well and that their children benefit from good teaching, with high expectations of work and behaviour. The inspection team found that leadership and management and the quality of teaching were satisfactory rather than good. Parents appreciate that staff expect their children to become mature and independent and that they provide a range of interesting activities. Some parents have concerns that the school does not communicate enough about their children's progress. The inspection team found that, although communication was adequate, the quality of information in pupils' annual reports was inconsistent. Parents also suggest that pupils' learning might be affected by the shorter lunch break but the inspection team did not find any evidence to support this. Pupils are very positive about their school. They trust the adults implicitly and regard the teaching as good. Although they have no real concerns about behaviour, they believe that not all pupils behave as well as they should.

IMPROVEMENTS NEEDED

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

- to evaluate its work more rigorously and decisively
- to raise teachers' expectations of what pupils could achieve
- to improve attainment in science throughout the school

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **satisfactory** throughout the school. Standards in English and mathematics are average but they are below average in science. Pupils with special educational needs achieve well.

Main strengths and weaknesses

- pupils do not achieve as well as they should in science by the end of Years 2 and 6
- pupils' attainment in art and design is above average throughout the school
- the good support for pupils with special educational needs enables them to achieve well
- children achieve well in personal and social development in the reception classes

Commentary

1. Standards in the Foundation Stage (reception classes) are average. This means that standards are similar to those at the time of the last inspection. Children begin school with average knowledge and skills, achieve satisfactorily and so are still broadly average when they enter Year 1. Children achieve well in personal, social and emotional development. They settle into routines quickly and are good at working on their own or sharing with others. Children's speaking and listening skills are typical for their age, and their early writing is satisfactory. However, children respond to reading very positively and develop above average skills. They acquire good number skills, but other skills, such as measuring, are satisfactory. Children's knowledge and understanding of the world and their physical and creative development are satisfactory.
2. In the 2003 national tests, Year 2 pupils achieved well above average standards in reading and mathematics. Almost all the pupils achieved the expected level and many achieved the higher level in each subject. Standards in writing were above average because the vast majority of pupils achieved the expected level with a reasonable number of them achieving the higher level. All these results represent a significant improvement from the previous year, when standards were below average. The improved results have been achieved by a whole school focus on raising standards and because there were very few pupils with special educational needs in the year group. The results in reading and mathematics also show an improvement since the last inspection. Teachers' assessments indicated that pupils' standards in science were average. Standards in science and writing have not changed since the last inspection. There is little difference between the attainment of girls and boys.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	17.1 (15.3)	15.7 (15.8)
Writing	15.4 (13.0)	14.6 (14.4)
Mathematics	17.8 (14.9)	16.3 (16.5)

There were 47 pupils in the year group. Figures in brackets are for the previous year.

3. The standards of pupils in the current Year 2 are average in reading, writing and mathematics. This year group has fewer higher attaining pupils and four pupils have statements of special educational needs. Overall, this means that pupils' achievement is satisfactory. Standards in all aspects of English, namely speaking, listening, reading and writing, are satisfactory. Pupils have satisfactory skills and knowledge in mathematics. They are sound at basic calculation and

mental arithmetic. Pupils underachieve in science. The school has been so focused on English and mathematics that not enough attention has been given to improving the teaching of science. As a result, pupils lack knowledge and confidence in scientific investigations.

4. Standards of Year 2 pupils are average in ICT, religious education, geography and history and their achievement in these subjects is satisfactory. Pupils' work in art and design, however, is above national expectations, because they develop real creativity, together with a range of effective techniques. Pupils are also better than average in physical education because they have good co-ordination and are competent at evaluating their own skills. Pupils achieve well in both subjects. It was not possible to judge the achievement and attainment of pupils in design and technology and music, as not enough evidence was available. In the two lessons seen in these subjects, standards were satisfactory.
5. In the 2003 national tests Year 6 pupils achieved average standards in English. However, standards in mathematics and science were below average. Test results fell sharply after the last inspection and the trend dropped below the national average. Standards have started to rise but they were not as good in the tests as they were at the time of the last inspection. A particular weakness was that not enough higher attaining pupils achieved their expected level, especially in science. In addition, girls have tended to do better than boys in English, although this reflected the national picture.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.1 (26.8)	26.8 (27.0)
Mathematics	26.0 (25.0)	26.8 (26.7)
Science	27.5 (27.0)	28.6 (28.3)

There were 46 pupils in the year group. Figures in brackets are for the previous year.

6. Standards of pupils in the current Year 6 are average in English and mathematics. As pupils in this school tend to enter with average abilities, the current standards, therefore, represent satisfactory achievement. In English, pupils write quite creatively but do not develop their range of reading enough by using reference books for research, for example. In mathematics, pupils have improved their grasp of number and know how to use mental strategies in everyday situations. Standards in science, however, are below average and pupils' achievement is unsatisfactory. One key weakness is that pupils are not able to develop their own ideas enough in investigations.
7. Pupils' attainment in most other subjects in Year 6 is average. Most pupils are quite confident on a computer, but their overall ICT skills are satisfactory. However, pupils have above average knowledge and skills in art and design, because of good creativity based on a range of influences and techniques. There was not enough evidence to judge standards in design and technology, music and physical education.
8. Pupils with special educational needs make good progress. They achieve well in relation to their prior knowledge in the core subjects of English and mathematics. The targets in their individual learning programmes are specific, clear and achievable. The support of learning assistants is effective because it helps pupils to make the small steps in their learning more confidently. There are currently two pupils identified by the school as being particularly able in mathematics. The school makes good provision for them through suitably challenging work, often as demanding as for secondary school pupils.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and their attitudes to learning are **good**. The school promotes pupils' social development **very effectively** and the provision for spiritual, moral and cultural development is **good**. Pupils' attendance rate is **well above average**.

Main strengths and weaknesses

- there are very positive and constructive relationships throughout the school
- pupils are eager to learn, interested in their activities and proud of their work
- children develop very well socially
- the level of attendance is very good
- pupils' behaviour is good

Commentary

- In the reception classes, classroom routines are firmly established and children quickly learn what kind of behaviour is considered acceptable. Children make good progress in organising themselves and responding to work by the end of the reception year. This good start provides a firm foundation for the positive attitudes, values and behaviour that pupils display throughout the school.
- All staff encourage pupils to be considerate and to treat everyone with respect. Pupils' acts of kindness are praised, along with other achievements, at Friday's assembly. Teachers expect pupils to work together productively in lessons and plan opportunities for older pupils to work with and support younger ones. Year 6 pupils also act as 'buddies' for those without a friend at lunchtime, so that pupils are not lonely for long. These arrangements successfully build up pupils' self-esteem as well as their social skills. Teachers consistently encourage pupils to think of others. Class discussions and assemblies regularly focus on such themes as 'Brotherly Love'. Pupils respond readily to their teachers' encouragement to reflect on the needs of others by, for example, generously supporting charitable causes at home and abroad.
- Pupils' behaviour is good, both in lessons and outside in the playground. This means that behaviour is not quite so good as it was at the last inspection, but it is still a positive picture. Pupils know the school rules and draw up codes of behaviour for their own classes. Teachers successfully motivate pupils by consistently recognising and rewarding their efforts with praise, stickers and house points. Any transgressions are quickly dealt with and so the school very rarely needs to exclude any of its pupils.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – any other mixed background
Asian or Asian British – any other Asian background
Chinese
Any other ethnic group

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
271	1	0
3	0	0
2	0	0
2	0	0
1	0	0
2	0	0
1	0	0

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

12. Pupils are interested and involved in the varied activities that the school offers. Their attitudes to work remain as good as they were at the last inspection. They use equipment and resources sensibly and are keen to take an active part in lessons. When they complete a task, they are obviously proud of what they have achieved. Teachers and support staff encourage pupils' involvement and show that they value pupils' efforts by displaying their work prominently around the school. As a result, pupils enjoy coming to school and, consequently, the level of attendance is very good. This is an improvement since the last inspection.

Attendance

Attendance in the latest complete reporting year (95.5%)

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.0
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education for its pupils. Teaching and learning are satisfactory, although there is some good teaching throughout the school. The curriculum is satisfactory but is enriched by good cultural and sporting opportunities. The very good relationships between staff and pupils ensure that all pupils are valued and very well cared for. There are good links with parents and other schools, as well as fruitful links with the local community which support pupils' learning and broaden their experiences.

Teaching and learning

The quality of teaching and learning is **satisfactory**. Throughout the school, there is a mixture of satisfactory and good teaching but, as pupils' achievement is satisfactory, the outcome of teaching is no better than satisfactory. The school has good systems for assessing how well pupils learn but is not yet making the best use of its data.

Main strengths and weaknesses

- the very good relationships between teachers and pupils create positive learning atmospheres in classrooms
- lessons are planned well and pupils are very clear about what they have to learn
- teachers' expectations of pupils are not consistent enough; often, they are too low and sometimes they are too high
- teachers explain issues well and use resources imaginatively to explain and reinforce new learning
- teaching assistants are effective at supporting the learning of lower attaining pupils and pupils with special educational needs
- teachers do not allow pupils to develop their own ideas enough in all subjects
- not all teachers give enough guidance to pupils about how to improve their work

Commentary

13. The quality of teaching is very similar to that at the time of the last inspection. Although good teaching was seen during the inspection, it is not consistent enough to improve standards rapidly and sustain them. At present, pupils enter and leave school with average abilities, so the impact of teaching on learning is only satisfactory. However, the school has been working hard

to strengthen the teaching. There have been a number of staff changes which has brought vital experience and skills to lead the main subjects. Training has improved teachers' subject knowledge and teaching methods, especially in English, mathematics and ICT. The school's recent actions are having an increasingly good impact.

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1 (2%)	28 (55%)	22 (43%)	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.

14. The cornerstone of teaching is the rapport between teachers and pupils. Teachers make it clear that they respect the pupils and their contributions in lessons. As a result, pupils are appreciative, concentrate well and behave responsibly. Teachers plan well-structured lessons and they meet every week to make sure that pupils of the same year group, but in different classes, receive the same diet of work. They usually begin lessons with a brisk activity to capture pupils' interest and to stimulate their thinking. Problem-solving in mathematics is a good example. Year 6 pupils even had the challenge of solving multiplication triangles during one registration, before the lesson had begun.
15. Teachers ensure that pupils are clear about the aims of lessons. They often ask good questions to check pupils' understanding and to reinforce their learning. For example, in a Year 3 mathematics lesson, the teacher was keen to pinpoint the crux of a calculation and asked, "Which number do I have to double?" Teachers use resources creatively to motivate the pupils. When possible, they use computers to create interest in lessons. Year 1 pupils were captivated by a geography programme about places in Britain. Pupils in Year 5 and 6 gained valuable information about Roman Britain by rooting around the Internet. One teacher used the patterns of the carpet on the classroom floor to encourage creativity in an art and design lesson.
16. Teachers do not always match work to the abilities of pupils. Sometimes, pupils of all abilities have the same work to do, which can be too hard for lower attaining pupils and too easy for higher attaining pupils. The choice of reading books, for example, does not challenge all pupils in Year 2 and so they do not develop their competence in reading and vocabulary fast enough. Lessons can be quite rigid with too little opportunity for pupils to explore options for themselves. In a Year 3 music lesson, pupils were able to perform the sounds of a school day, like playground noises, but not compose them for themselves. This is not the case in art and design. Pupils have much more scope to explore ideas and so are more creative. Year 3 pupils, for example, were able to experiment with smudging oil pastels to produce an explosive effect in their pictures.
17. Teaching assistants work effectively with pupils. Teachers ensure that the teaching assistants are well briefed so that they know who they should be helping, and in what way. Throughout the school, teaching assistants are sensitive in their guidance, good at re-explaining new learning and patient when pupils have difficulties. It is mainly for this reason that pupils with special educational needs make good progress. Teachers prepare good, relevant learning plans for individual pupils and make sure there is effective support within lessons.
18. Teachers do not always give clear enough advice to pupils about how to improve their work. Teachers strive, particularly in English and mathematics, to correct work and advise pupils of the next stage of their progress. These objectives are clear for pupils but they are what pupils should be learning rather than specific targets based on areas of weakness. However, some teachers make helpful if imprecise suggestions. One pupil in Year 6 was advised in mathematics to "make sure your recording [of addition] is correct".

The curriculum

The school provides its pupils with a **satisfactory** curriculum that is well enriched by valuable experiences outside normal lessons. Accommodation is good and there are satisfactory resources.

Main strengths and weaknesses

- the school provides a good range of sport, visits and musical opportunities that contributes well to pupils' learning and personal development
- there is good provision for pupils with special educational needs
- the school's accommodation helps pupils to learn well

Commentary

19. The curriculum is suitably broad and balanced. Although there is an understandable focus on English and mathematics, all subjects receive enough time throughout the year. The overall picture of the curriculum is very similar to that at the time of the last inspection.
20. The school enriches pupils' experiences and broadens their outlook in a range of ways. There are good opportunities for pupils to take part in a wide range of sports and to learn to play various musical instruments. The choir and orchestra provide additional scope for pupils to develop their singing and their instrumental skills. French is taught to the older pupils, giving them a flavour of what they will learn in their next school. Art days enable pupils to focus well on exploring different media and effects. As a result, pupils develop good skills in several aspects of their learning and this contributes well to standards in subjects such as art and design and physical education.
21. Teachers use visits well to broaden pupils' knowledge and understanding across the curriculum and their personal skills. For example, a visit to a museum helped pupils to appreciate that old toys were different from many modern toys. The teacher reinforced this by using resources like photographs to encourage discussion about how toys have changed over time. Residential visits contribute well to the development of the social skills of Year 6 pupils, while enabling them to extend their physical abilities through activities like orienteering. All of these activities strengthen pupils' learning and motivate them to do well in their work.
22. The school has good accommodation, which has a positive effect on pupils' learning. There are two halls, which allows one to be used solely for physical education, and a large grassed area outside, which support a wide range of sporting activities. Both facilities enhance pupils' achievements in physical education. The new computer room is well equipped with computers and it is beginning to improve pupils' skills in ICT. There is ample space in the school. This has enabled teachers, for example, to organise the art days in a way that gives pupils chances to try out their own ideas freely and to achieve good results.
23. The school caters effectively for pupils with special educational needs. Teachers design good, individual education plans for these pupils that focus specifically on their needs. Pupils with significant communication difficulties receive support that is carefully focused on their particular needs in the school's Resourced Provision. Teachers also identify pupils who are particularly capable and provide them with more challenging tasks to enable them to progress well. Two pupils, with particular skills in mathematics, benefit from work substantially higher than average.

Care, guidance and support

Pupils are cared for **very well** and there are **good** arrangements for their health and safety. Relationships between pupils and adults are **very good**. Support and advice for pupils are **satisfactory**, as is the extent to which the school takes pupils' views into account.

Main strengths and weaknesses

- very good relationships mean that pupils are trusting and approach staff with confidence
- staff show genuine care and sensitivity to pupils' needs
- there are good procedures for health and safety
- there are very good induction arrangements for children entering the reception classes

Commentary

24. The quality of care that the school provides for its pupils has improved since the last inspection. The warm, family atmosphere throughout the school, with its emphasis on kindness and consideration for others, ensures that pupils feel secure and happy. In each classroom the very good relationships between pupils, their teachers and adult helpers are clearly evident. As a result, pupils feel confident to approach staff and know that they will receive help with any problems they may have. Both pupils and parents agree that pastoral care in the school is very good.
25. Because staff know pupils well, they can identify and cater for their individual needs. There are careful records of any medical condition that may require special treatment, while regular, informal staff meetings highlight any personal circumstances that may affect a pupil's work or attitude to school. Consequently, staff can take appropriate action to provide help and support where it is needed, taking care to maintain confidentiality if this should be necessary. All staff display genuine concern for pupils' well-being and handle each situation that arises with sensitivity. For example, a small boy in tears, when his mother was a little late arriving to take him home, was comforted and reassured so that he was quickly smiling again.
26. Pupils' personal development is routinely monitored by class teachers, who often set targets for the whole class to aim at, such as caring for one another, concentrating in lessons, or keeping the cloakroom tidy. These general targets are displayed prominently and help pupils to develop personal and social skills. Specific targets are set for pupils with special educational needs and their success in achieving these is continuously and carefully checked.
27. Comprehensive arrangements for health and safety include regular checks of the school and its equipment and thorough risk assessments for each subject, as well as for trips outside school. Pupils are encouraged to adopt a healthy lifestyle through the promotion of fruit snacks and the availability of drinking water through the day. Parents are kept well informed of any issues that concern pupils' health, such as visits to the nurse or any minor accidents in school. Pupils are well supervised at all times and there are appropriate arrangements for child protection.
28. In the half term before children start at the school, they come in for an hour each week to work with the headteacher and a nursery nurse. This builds up their confidence, so that they can start school in familiar surroundings. When pupils transfer into the school at any other time, their parents receive a range of helpful documentation and the pupil is teamed up with one or two 'buddies' to make settling in easy. Parents find these arrangements particularly good.

Partnership with parents, other schools and the community

The links with the local community are **very good**. The school's partnership with parents and with other schools is **good**.

Main strengths and weaknesses

- the community is very important in broadening pupils' learning experiences
- the school keeps parents comprehensively informed about its activities

- parents think highly of the school and are very good at raising funds to expand the opportunities of pupils' learning

Commentary

29. The school is very much part of the community. This is an improvement since the last inspection. Teachers use the local community as a vital resource for pupils' learning. Pupils have visited houses and a museum to further their studies of the Victorian era in history, for example. They gain a valuable insight into environmental issues by participating in theme days, like Food and Farming, at the Yorkshire Showground. The local authority has worked with pupils on litter projects, advising them, for example, which products are bio-degradable. The local vicar leads a school assembly each month and the school stages its carol service in the church, which guarantees a real sense of spirituality. Pupils raise funds for a hospice and, at Christmas, sing carols for the residents, which is very good for the pupils' personal and social development.
30. The school keeps parents well informed of what is happening. Many letters are sent out each term involving diary dates, school visits and pleas for parental co-operation with considerate parking near the school entrance. In addition, there is an irregular newsletter which gives a useful overview of activities. Occasionally, the school runs curricular workshops to show parents how they can help their child at home. A mathematics evening, for example, was well attended and was judged to be helpful in improving pupils' learning. Another one is planned for the near future. The school keeps parents satisfactorily informed of their child's learning through annual reports. The quality of these reports is inconsistent. Some of them are very detailed with clear indications of how well pupils are doing. Others are too general and do not specify what pupils know and can do and what they cannot do.
31. Parents have a high regard for the school and support the school well. Some parents help teachers in lessons and several give their time to run after school clubs, such as gymnastics. Parents are good at organising activities, like discos and juggling sessions, which develop pupils' social and physical skills. Parents are especially good at raising funds and have enabled the school to buy vital aids for learning, such as computers.
32. The school has good links with other schools. There is good liaison with pre-school provision to ensure that new children become familiar with the school's routines. Although pupils go on to a number of secondary schools, the school ensures that pupils are well prepared, mainly through visits. Secondary teachers also visit, and one is teaching Year 6 pupils French. Many sixth form pupils carry out work experience at the school and this provides a further bond between schools.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher and other key staff is **satisfactory**. The governance and the management of the school are also **satisfactory**.

Main strengths and weaknesses

- the headteacher has a strong commitment to the welfare of pupils, their care and personal development
- although there is a good team spirit and staff are committed towards achieving school improvement, actions taken have not yet had a big enough impact on raising standards
- there are good management systems for monitoring teaching and tracking pupils' progress in English and mathematics, but these are not yet used effectively enough in all subjects
- there is very good financial planning
- there are good induction arrangements for staff newly appointed to the school

Commentary

33. The headteacher has a strong presence around the school and a close knowledge of the pupils. She makes herself freely available to meet and talk with pupils out of lessons, and pupils appreciate the opportunity to discuss important personal issues. The headteacher has worked with governors to draw up clear policies covering pupils' welfare, care and their personal development. The efficient day-to-day routines of the school, including the systems for contact with parents and external agencies, demonstrate the strong commitment to pupils' welfare.
34. The headteacher has taken positive action to arrest the decline in standards that reached a low point in 2002. There is a good team spirit among the staff, many appointed since the previous inspection, and there is a real commitment to school improvement. Some progress has been made in English and mathematics, with standards returning to average levels in these subjects. However, the actions taken have not yet succeeded in raising standards and improving pupils' achievement decisively enough. For example, progress in science has been disappointing and standards are still below average.
35. The headteacher has established good management systems. There is a clear timetable for senior teachers to monitor the quality of teaching, which is suitably linked to the professional development of teachers. There has been good support from the local authority in helping co-ordinators understand how to make clear judgements about teaching and learning. However, although co-ordinators are good at highlighting and praising the strengths of teaching, they do not always detect vital weaknesses. For example, the level of challenge in some lessons is still not good enough. Furthermore, the monitoring system only involves English and mathematics, so there is no rigorous view of how good teaching is in all subjects.
36. There is a very good system for analysing how well pupils progress from year to year. This provides clear information in the main subjects throughout the school and helps teachers identify and group pupils by ability. The data is not yet analysed and used skilfully enough to help teachers plan lessons to maximise pupils' progress.
37. The governors are aware of the school's strengths and weaknesses. They have good links with subjects and aspects of school life and work hard to support the school. Together with the headteacher, they have appointed a bursar to manage the school's finances. This has been very successful. The bursar is able to provide an independent, expert opinion about decisions on spending, based on a very clear and regularly updated analysis of the school budget. The governors have, therefore, been able to follow the principles of best value by reviewing contracts and introducing greater efficiency. The governors keep a close watch on how the school is progressing but are not critical enough in their appraisal of developments.
38. Staff newly appointed to the school benefit from good induction arrangements. Experienced mentors give good support to newly qualified teachers, and good training is readily available. New staff quickly understand the day-to-day practices of the school, because of the thoroughness of the staff handbook and guidance from colleagues.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	830,414	Balance from previous year	84,823
Total expenditure	862,040	Balance carried forward to the next	53,197
Expenditure per pupil	2,606		

The balance that the school is carrying over is slightly higher than usual for primary schools. However, the school has clear and appropriate plans to use the surplus to help raise pupils' standards in the present year.

OTHER SPECIFIED FEATURES

The school has a Resourced Provision for up to 10 pupils in reception and Years 1 and 2 who have severe language and communication problems.

The Resourced Provision (RP) is **very good**. Standards have been maintained since the last inspection.

Main strengths and weaknesses

- the class teacher and teaching assistants work as a very effective team to provide a secure and positive learning environment
- a wide range of specialist staff work together to produce good planning for pupils' lessons and activities
- good teaching ensures that pupils learn well
- pupils take part in main school activities, whenever it is appropriate

Commentary

39. On entry to the RP, most pupils have a low level of self-esteem and achievement. Well-qualified staff provide a safe, supportive and stimulating atmosphere so that pupils feel comfortable and motivated. Pupils soon learn to understand the sequence of lessons and the expectations of the staff in a structured learning environment. Speech and language therapists and occupational therapists work closely with the teacher to ensure appropriate targets are established for each pupil.
40. The work is planned appropriately to meet the wide range of ability. The high number of staff enables pupils to learn together in age groups, with the whole class or individually. This ensures that achievement is good and pupils make good progress towards their individual targets both for behaviour and for learning. Pupils are included with their year group in the main school for lessons when appropriate. For example, pupils joined the rest of their year group recently to visit the Harrogate Museum to look at old toys for a history project. Last year, two boys achieved success in mathematics in the national tests, having worked with the other Year 2 pupils. The only girl in the RP joins another class once a week where she has formed friendships with other girls.
41. Clear introductions to lessons and secure routines ensure that teaching is good. The teacher explains new learning very clearly and reinforces concepts regularly so that pupils make good progress. This was clear in a mathematics lesson on time, where pupils began to recognise how to tell the time on the hour and on the half hour. The teacher and teaching assistants strengthen the pupils' learning by sensitive but emphatic use of praise. Consequently, pupils enjoy the activities and relate well to the adults. Staff are very good at ensuring that challenging or restless behaviour is skilfully managed.

42. Staff have good expectations of pupils. They insist that pupils use the correct vocabulary when talking about their work. When they made pizzas, for example, pupils had to describe what they were doing, using words like 'grating' and 'spreading'. The teacher reads expressively, which encourages pupils to think about and identify the characters in their shared text. Staff expect pupils to listen carefully in physical education lessons, so that they know exactly what to do. Pupils are encouraged to use computers across a range of subjects. For instance, pupils used a digital camera to record work in mathematics and a website to research a science task.
43. Staff are good at assessing how well pupils are progressing. They use their knowledge of pupils' previous learning to plan suitable work and their daily records give a clear indication of pupils' small steps in progress over time. Parents and professionals are very involved with reviews of individual learning plans and agree on realistic targets for each pupil. The statements of special educational need are accurate and reviews are held regularly. Home school diaries and homework enable parents to support their children at home. Work is marked well with relevant comments to guide pupils in their learning.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

44. Provision for the children in the Foundation Stage is **satisfactory**. This is similar to the findings of the last inspection. Most children enter school with skills that are typical for their age. Teaching is satisfactory overall and so children make satisfactory progress in the reception classes and are on course to attain the early learning goals for children of their age. Teaching is good in personal, social and emotional development and in aspects of communication, language and literacy and mathematical development, and so children achieve well in these areas. Teaching assistants work well to support groups and individuals sensitively.
45. The leadership and management of the Foundation Stage are good and the co-ordinator motivates her colleagues so that they all work as a purposeful team. Teachers' planning provides a good balance of opportunities for all children, including those with special educational needs. The classroom is thoughtfully organised and activities are prepared to stimulate children's curiosity and encourage them to discover things for themselves. The teachers and support staff assess and record the children's progress well. However, they do not use the information that they gather systematically enough to identify precisely what individual children need to do to improve.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- the arrangements for introducing children to school life are very good
- children settle securely into school life and are well motivated to learn
- teachers and support staff value each child's efforts and boost children's self-esteem effectively

Commentary

46. The school ensures that each child feels welcome and relaxed so that they settle securely into school. Arrangements include a very well planned programme of opportunities for children and their parents to meet the headteacher and staff and become familiar with the school environment before joining the reception classes. These arrangements promote a smooth transition between home and school and help to establish strong links with home.
47. All children quickly grow in confidence in their daily activities. This is because the classes are calm and classroom routines are firmly established. Teachers have high expectations of the children's involvement and behaviour and, as a result, children respond eagerly and develop good attitudes to work. They settle calmly to tasks and maintain interest in them. Children's ability to work both independently and as part of a group exceeds the standards expected for their age. They handle books and equipment carefully. They respond promptly to instructions, behave sensibly and carry out jobs responsibly, such as distributing bottles of water.

COMMUNICATION, LANGUAGE AND LITERACY

Provision is **satisfactory**.

Main strengths and weaknesses

- there are good opportunities for children to develop their speaking and listening
- children enjoy a good variety of stories and rhymes and take books home regularly
- teachers successfully promote children's writing through imaginative activities

Commentary

48. Children benefit from frequent opportunities to talk purposefully to adults and each other. On Mondays, for example, they describe what they have been doing at the weekend. Teachers and support staff consistently ask well-directed questions and take every chance to extend the children's vocabulary. As a result, children's concentration and their speaking and listening skills all improve. They gain confidence in speaking in small and large groups, and almost all children attain the standards expected for their age.
49. Children soon learn that reading is fun. Teachers select stimulating texts to read with children and encourage children to take books and letter sound activities home to share with their parents. Children begin to associate letters and sounds and recognise familiar words. Consequently, they develop good early reading skills and are on course to attain above average standards by the end of their reception year.
50. Children become aware of the importance of writing. They are encouraged to talk, for example, about stories they would like to write, whilst their teacher acts as scribe. Children practise writing their own names on arrival each morning and learn how to make meaningful marks as part of their play, such as 'writing' a letter to Santa in their 'office'. By the end of the reception year, the children independently write their own names, and words, and some of them can write very simple phrases or sentences.

MATHEMATICAL DEVELOPMENT

Provision is **satisfactory**.

Main strengths and weaknesses

- children make good progress in counting and recognising numbers
- teachers promote children's understanding of mathematics through other areas of learning

Commentary

51. Children develop a good sense of number, order and sequence through regular counting routines. For example, each day they count how many children are present and how many want hot dinners or packed lunches. Teachers provide a good diet of games, practical activities, number rhymes and songs so that children can practise and reinforce their growing understanding of number work. Many children are on course to exceed expectations in counting. Children learn simple measuring, such as comparing Santa's boot with a child's boot or finding the longest of the reindeer's carrots. They enjoy rolling out play dough to compare long snakes and short snakes. Such activities extend their understanding of length and measure whilst practising their physical skills. They also encourage the children to see learning of mathematics as fun.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **satisfactory**.

Main strengths and weaknesses

- children acquire a secure knowledge and understanding of the world through practical well-planned activities
- children have regular opportunities to use simple computer programmes

Commentary

52. Children are aware of the differences in the materials around them. They discover the textures of sand, water and dough by handling and working with them. Staff consistently encourage children to talk about what they find and make use of their curiosity. They learn about living things on walks in the school grounds, when they collect leaves or search for mini-beasts. The teachers extend children's experiences by arranging stimulating visits, such as those to a farm and a garden centre.
53. The children have frequent opportunities to use a computer. They use the mouse competently to select and move objects, and to create pictures on the screen. Children also use other equipment confidently. For example, they listen to sounds and stories on tape recorders, which helps their listening, speaking and reading skills.

PHYSICAL DEVELOPMENT

Provision is **satisfactory**.

Main strengths and weaknesses

- children enjoy regular opportunities to be physically active
- teachers carefully plan activities that promote children's physical development alongside other areas of learning.

Commentary

54. Children move safely and confidently in and around their classrooms. They demonstrate a good level of independence in getting changed for physical education sessions. They follow instructions carefully and almost all behave sensibly. The children enjoy responding to music and many move with suitable control and awareness of space, when marching, jumping and bouncing.
55. Children have satisfactory co-ordination. They develop hand-eye skills by working with jigsaws and construction materials, and use paintbrushes and simple tools, like scissors, to promote their manipulative skills. However, children do not have ready access to a secure outdoor area. This limits their opportunities to explore play with large equipment by themselves. The school recognises this and plans are in hand to develop and resource an appropriate area.

CREATIVE DEVELOPMENT

Provision is **satisfactory**.

Main strengths and weaknesses

- teachers provide a variety of interesting opportunities

Commentary

56. Children join in readily with action songs and number rhymes and they enjoy singing with other classes in assembly. They use percussion instruments sensibly when exploring loud and quiet sounds. The children draw satisfactorily, using pencils and markers. They mix paint to create different colours, use oil pastels, and stick paper and card to produce collages. Teachers provide role-play areas linked to the children's topic work, such as the 'Hookstone Hospital'. These successfully engage children's interest, encourage collaboration and promote their use of imaginative language.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- some aspects of teaching contribute well to pupils' learning and their positive attitudes
- teachers do not consistently place high enough demands on pupils to ensure they achieve the highest possible standards
- analyses of pupils' test results are used well to help to improve standards
- the library is not used as well as it might be to support pupils' learning

Commentary

57. The standards of pupils in Years 2 and 6 are average in reading, writing and speaking and listening. This reveals a weaker picture than at the time of the last inspection when standards were above average. Pupils make satisfactory progress as they move through the school and their achievement is satisfactory. Teaching is satisfactory overall but it has some effective features that contribute well to pupils' learning. Teachers respect pupils' ideas and comments and are keen for them to participate fully in lessons. As a result, pupils gain confidence, respond well to teachers and behave well. Teachers and teaching assistants ask searching questions to promote thinking. One said, "I am the mayor. I am a horrible person. What sort of questions would you ask me?" This focused pupils' thoughts well on the qualities of a character from *The Pied Piper*.
58. Pupils do not consistently make good progress because teachers do not challenge them enough. For example, teachers do not always ensure that pupils read books which stretch their abilities. At times, teachers give pupils work that is too difficult. Lower attaining pupils in a Year 1/2 class could not read a worksheet without considerable support from the classroom assistant, and so their progress was satisfactory rather than good.
59. The co-ordinator provides satisfactory leadership. She has effectively observed most teachers in the school during the two terms in her new role. This has helped her to gain a useful view of the strengths and weaknesses of teaching, but her observations have not yet resulted in improving the quality of teaching significantly through the school.

60. An effective feature of the co-ordination has been a thorough analysis of test results in Years 2 and 6. Identifying that boys tended to perform less well than girls in reading in recent years, the school bought books specifically to engage boys' interests. This step has had a positive impact on their attitudes and their achievements. For example, boys in Year 6 say that there are now sufficient books to interest them. One had chosen to read *Robinson Crusoe*, while another was hooked on a story about football. The results of the most recent Year 2 reading tests show boys doing better than girls in reading. While resources for reading are satisfactory, one Year 2 pupil could not read the opening sentence of a story because the book was in poor condition. Similarly, a number of dictionaries for pupils in Year 2 are shabby and not attractive for pupils to use.
61. The curriculum is satisfactory. However, some elements of it do not help the school to improve standards as rapidly as it might. For instance, there are some opportunities for pupils to write for different purposes including instructions and descriptions of pantomime characters. Sometimes the range of writing is too limited, however. Pupils in Year 2 tend to write too much personal narrative about what they have done over the weekend. This limits their opportunities to write with different readers in mind and about other topics. As a result, while the quality of writing is satisfactory in Year 2, its range is restricted. Handwriting is satisfactory, though in some classes, such as the Year 3/4 class, pupils do not make a habit of joining their letters. Year 6 pupils produce imaginative poetry. Despite occasional lapses in the use of Standard English and inaccurate punctuation and spelling, lower attaining pupils, also write imaginatively. One wrote, "When I'm feeling angry, I just want to shout out LET ME OUT!! MY ROOM. Until my breath gets worn out. I just want to explode."
62. The library is not used consistently well to promote pupils' learning. As a result, not all pupils develop their independent research skills effectively enough. Year 6 pupils are confident about where to find information, for example about the Tudors, but many Year 5 pupils are unsure about why the books are colour-coded and what the colours mean. This restricts their ability to use the library to gather information for themselves.

Language and literacy across the curriculum

63. Language and literacy are developed **satisfactorily** through other subjects. Pupils strengthen their writing in subjects like design and technology and history. For example, Year 2 pupils listed the materials they intended to use for making a mask, and Year 3 pupils wrote an account from the point of view of a Celtic warrior. There are good opportunities for pupils to develop their speaking and listening. Pupils in a Year 1/2 lesson, for instance, were encouraged to share their thoughts about caring. They had to finish the sentence, "When someone cares for me, it makes me feel" One pupil finished it with "...warm inside." Other opportunities in lessons are missed. In one lesson, pupils in the Year 3/4 class were allowed to give very short answers while others talked too quietly to be heard properly. ICT is not used consistently well by all teachers to reinforce pupils' literacy skills.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- the recent whole school effort to improve standards has been successful
- the systems for checking the quality of teaching are good but they are not being used efficiently enough to improve teaching emphatically
- some elements of teaching are good, but ...
- ... but teachers' expectations of pupils are not consistently good enough

Commentary

64. The development of mathematics has been satisfactory since the last inspection. Following a sharp drop in standards two years ago, the school put a number of sensible measures in place to improve its provision. The leadership and management of the subject are, therefore, satisfactory. Progress has been steady but sure, and standards of the pupils by the end of both Year 2 and 6 are now average. Their achievement over time is satisfactory, although pupils with special educational needs achieve better because of the additional support they receive.
65. There are good plans for developing mathematics and checking how well these are succeeding. With the support of the local authority, teaching has improved because regular observations of lessons have highlighted what could be better. For example, planning has been tightened up. All lessons have a definite structure and pupils are clearer about what they have to learn. Parents have received useful guidance on how to support their children's learning at home and special assessment books have been introduced so that pupils themselves know how well they are progressing. However, teachers' expectations of pupils are not consistent enough to ensure that teaching is effective throughout the school.
66. The overall quality of teaching is satisfactory. There is good teaching in most year groups but it is not consistent enough to ensure that standards increase rapidly. Teachers are good at creating the right atmosphere for learning. They present and explain new learning clearly so that pupils soon understand any unfamiliar concept. Teachers use interesting resources to help focus the pupils' concentration and clarify learning. In a Year 6 mathematics lesson, the teacher used silhouettes of coins to help pupils appreciate the value of a methodical approach to problem-solving. This was reinforced when pupils identified a one pound coin too hastily as a one penny coin. When the teacher turned the coin on its side, the 'penny dropped'.
67. Teachers structure lessons well. They ensure that the aims of the lessons are straightforward and that they build satisfactorily on previous learning. They build in good opportunities for developing mental agility through brisk, problem-solving activities. In one lesson, pupils in a Year 3/4 class were encouraged to think up different calculations to make 45. They rose to the challenge and most pupils could suggest, for example, $9 \times 5 = 45$ and 4.5×10 . Teachers ask demanding questions to make pupils reflect on their learning and to assess how well they are learning. In order to strengthen the concept of time in a Year 2 lesson, the teacher asked pupils what activity might take an hour. One pupil said it would take her that long to walk into town, which was reasonably accurate. Teachers value pupils' contributions and praise their efforts. As a result, pupils are keen to learn and behave well in lessons.
68. Teachers' expectations of pupils' work, however, are not consistently high enough. Although teachers give different work to pupils with different abilities, the level of challenge in the work is not appropriate enough. Sometimes, it is too low. Year 6 pupils are not expected enough to develop their own strategies for solving mathematical problems. Sometimes, the challenge is too high. Many pupils in Year 2, for example, found it hard to match digital and analogue time on a computer activity, because they were not confident about telling the time in any form. In a round-up session at the end of a Year 6 lesson, the final challenge of 252×22.25 left many pupils floundering, especially lower attaining pupils. In the good or very good lessons, the level of challenge is much more accurate because teachers know pupils' capabilities. This also means that pupils' learning improves quickly. In a Year 4/5 lesson, the teacher simply refused to accept an easy answer from a higher attaining pupil.

Mathematics across the curriculum

69. The development of mathematics through other subjects is **satisfactory**. Teachers use ICT to reinforce pupils' mathematical learning and enable them to present data clearly. Many classes produce colourful graphs of surveys. For example, the bar charts created by pupils in Year 5 made it abundantly clear that their favourite pizza topping was cheese and tomato. Overall, however, the use of mathematics in other subjects is limited.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- despite some good teaching, the overall quality of teaching is unsatisfactory
- teachers' planning does not meet the needs of all pupils
- improvement in pupils' standards is much slower than in other core subjects
- the leadership and management are unsatisfactory

Commentary

70. Although the quality of teaching is unsatisfactory overall, some good teaching was seen during the inspection. There was a lively lesson on classifying healthy foods and a well-organised practical lesson on solids and liquids. Pupils in a Year 1/2 class benefited from lively questioning and engaging dialogue about the importance of a good diet. Pupils in Year 6 enjoyed a practical task where they observed how particles moved in liquid. Their teacher later used an interactive board to consolidate the pupils' previous knowledge of the scientific ideas they had been taught.
71. However, close scrutiny of pupils' past work reveals a somewhat different picture. Although the curriculum is adequate, insufficient attention is given to providing suitable tasks for pupils of different abilities. Teachers' expectations do not recognise the demands of both higher and lower attaining pupils and, as a result, their needs are not met well. One key factor is that there are insufficient opportunities for pupils to follow up their own lines of scientific enquiry. This is why too few higher attaining pupils reach the expected standard by the end of Year 6.
72. The leadership and management of the subject are not effective enough. For over a year, science has been co-ordinated by a teacher with specialist subject knowledge, but who has not had the opportunity to monitor development of the subject. Although the co-ordinator has a clear understanding of what is required to raise standards, the school has only recently placed science as a key priority for attention. Consequently, progress to improve standards has been slow up to now. Standards remain lower than they were at the time of the last inspection, which clearly represents unsatisfactory progress.
73. The impact of recent training for staff has not been evaluated through the monitoring of teaching. This has been a barrier to identifying and sharing good practice, and tackling weaknesses.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- computer facilities have been improved
- teachers use ICT well to develop other subjects
- teachers do not enable all pupils to progress as well as they might

Commentary

74. Standards are similar to those at the time of the last inspection. Pupils have average skills and knowledge by the end of Years 2 and 6. Since the previous inspection the school has developed the provision and it is now in a good position to improve standards. A computer suite is in full operation and well used, although weak technical support with the software has caused severe problems for some time. There has been effective training for teachers to upgrade their skills to enhance their confidence in teaching the subjects. Although the new knowledgeable and enthusiastic co-ordinator has developed a good action plan to develop ICT further, the school does not do enough yet to monitor the quality of teaching and learning. As a result, leadership and management are only satisfactory.
75. Teaching and learning are satisfactory. Teachers use the computer suite shrewdly to inspire and motivate pupils. Teachers are adept at using computer projection to demonstrate new skills and techniques, and to ensure pupils concentrate well. In a Year 5/6 lesson, the teacher showed precisely how to insert digital photographs into a *PowerPoint* presentation, so that all pupils were able to do it for themselves, especially those who initially lacked confidence. Teachers make the aims of lessons abundantly clear. Pupils in Year 2 fully appreciated that they had to try to differentiate between old and new toys in their computer drawings. One pupil perceptively suggested that the colour of a doll's dress would be faded.
76. The working atmosphere in the computer suite is very positive. Teachers wisely harness pupils' natural enthusiasm for computers to ensure a good pace of work. Sometimes, time is wasted in lessons. For example, teachers do not allow pupils to prepare their writing in advance, so that pupils can sit for some time mulling over suitable words, instead of practising their word-processing. Similarly, in a lesson on framing text for a historical poster, too much time was spent choosing a suitable picture from a large selection of Roman armour. Teachers support pupils well when problems arise. However, few lessons benefit from teaching assistants who would double the adult input and, in all likelihood, accelerate pupils' progress.
77. Teachers do not allow pupils enough free rein to progress at their own pace. In all lessons, pupils follow a clear structure, and this is helpful for pupils who are not confident on computers. However, not enough opportunities are given to more able pupils to explore what computers can do. Sometimes, pupils do this themselves because they finish work quickly and can become restless. For instance, one Year 2 pupil experimented with colours and shapes when drawing a picture of an old toy, and ended up with a very creative, if quaint, lime-green car. Furthermore, pupils usually share their computer work, with higher attaining pupils being paired with lower attaining pupils. The lower attaining pupils benefit from the knowledge and advice of the higher attaining pupils, but these pairings limit the progress of the higher attainers.

Information and communication technology across the curriculum

78. Teachers make **good** use of ICT within other subjects, such as history and geography. Pupils in Years 5 and 6 based their multi-media presentation on their geographical study of the local district of Starbeck. They used digital photographs and added text to highlight key places such as the post office, level crossing and pub. These pupils have also used the Internet to find information about John F Kennedy, William Shakespeare and Elvis. In a Year 3/4 lesson, pupils practised editing text by re-arranging sentences about Roman Britain in chronological order. Pupils, in Year 1, produce graphs to show mathematical findings. In this way, they showed clearly that their favourite fruit were apples and that their favourite pudding was chocolate sponge.

HUMANITIES

Geography

79. It is not possible to make an overall judgement about provision in this subject. However, evidence from two lessons, an analysis of pupils' work and discussions with pupils indicate that standards in geography are satisfactory. These are similar findings to those of the last inspection.
80. Pupils in Years 1 and 2 have a sound knowledge of their immediate surroundings and learn about places further afield. They take planned walks in the locality and make simple maps of the routes they take to school. Older pupils are keen to use their historical knowledge to identify place names that indicate that Celts, Saxons and Vikings once settled there. By Year 6, pupils can describe the water cycle and are aware of the importance of water to a community. Pupils use their ICT skills effectively to extend their learning. For example, Year 1 pupils used a computer programme to look at places in Britain and considered how they might travel there.
81. The recently appointed co-ordinator for geography and history is keen to improve standards in the subjects. However, she has few opportunities to monitor the quality of teaching and learning. This limits her capacity to build on the strengths and address areas of weakness that exist in the current arrangements.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- teachers plan a good range of visits that successfully reinforce pupils' learning
- pupils have a varied range of opportunities to develop their literacy and ICT skills through their work in history
- teachers do not consistently ensure that tasks are well matched to pupils' abilities

Commentary

82. Pupils' standards are average throughout the school. This shows little change from the last inspection, although pupils do not achieve quite so well by the end of Year 2. Teaching is satisfactory, but it is effective when teachers bring the subject alive by, for example, using interesting resources. In a carefully planned lesson, pupils in a Year 3/4 class became amateur archaeologists and made good progress in learning how to find out about the past by examining artefacts. Teachers plan interesting and relevant visits that give breadth and depth to pupils' work. These include trips to the Abbey House Toy Museum, the Castle Museum in York and the Pump Rooms in Harrogate. By Year 6, pupils have a sound knowledge and understanding of historical periods and significant characters. For example, they are familiar with aspects of the Roman invasion of Britain and the story of the warring Queen Boudicca.
83. Teachers plan activities that enable pupils to reinforce their literacy and ICT skills. For example, pupils in Year 3 wrote an account of a Roman invasion of a village from the point of view of a Celtic child and Year 6 pupils used pictures from the Internet to create a poster about Roman Britain.
84. Teachers do not consistently adapt tasks to suit the needs of pupils of different attainment within their classes. This limits the achievement of pupils, particularly the least and most able. However, pupils are interested in history and keen to talk about current and previous topics. Their work is neatly presented and often carefully illustrated.

Religious education

Provision is **satisfactory**.

Main strengths and weaknesses

- visits to places of worship successfully promote pupils' learning
- visits from the local vicar support pupils' knowledge and understanding of Christianity
- lessons make a valuable contribution to pupils' spiritual, moral, social and cultural development
- the co-ordinator does not have sufficient scope to develop teaching and learning

Commentary

85. Pupils' standards have changed little since the last inspection and remain average. As they move through the school, pupils progressively extend their knowledge of Christianity and aspects of other major world religions. For example, pupils learn about holy books and writings, such as the Bible, the Torah Scrolls and the Guru Granth Sahib. Pupils broaden their knowledge of other religions by visiting places of worship, like a Sikh gurdwara and a Jewish synagogue. These activities effectively engage pupils' interest and bring their learning to life.
86. Younger pupils are familiar with Bible stories and know of Old Testament characters, like David and Goliath. They are familiar with major festivals in the Christian calendar, including Christmas and Easter. They know that Jesus was a special person who told stories and helped sick people. Older pupils extend their knowledge of events in the life of Jesus and some of the stories he told. The local minister visits school regularly to lead assembly and effectively supports and extends pupils' learning about feasts and seasons of the Christian calendar.
87. Teachers plan topics carefully to make them relevant to pupils' own lives. For example, pupils in Years 5 and 6 reflected on their own experiences of preparing for a journey when they considered the hardships of Mary and Joseph's journey to Bethlehem. Pupils have frequent opportunities to work in small groups, when they readily explore and share their ideas. These arrangements effectively promote pupils' spiritual, moral, social and cultural development. In the course of lessons, however, pupils are frequently given the same tasks, which can be too hard for lower attaining pupils and not demanding enough for higher attainers.
88. There are no arrangements for the co-ordinator to observe teaching and learning at first hand. Consequently, she does not have a comprehensive knowledge of what is working well and what should be done to develop the subject further.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- pupils achieve well
- the quality of teaching is good

Commentary

89. Pupils in Years 1 to 6 achieve well and their standards are above average. This shows an improvement since the last inspection for junior pupils. For example, Year 1 pupils produce carefully observed images of musical instruments while Year 2 pupils produce good printing and clay work inspired by Cezanne. Many Year 2 pupils produce mature, well-considered

intricate patterns in paint and pastels. Year 3 pupils use sketchbooks effectively to experiment with 'exploding' patterns in pastel by using methods such as smudging. Skilled work, such as printing based on the style of Paul Klee in Year 4 and use of chalks in Year 5 for pictures of birds, mean that by Year 6 pupils are good at developing their ideas in a range of materials.

90. The leadership and management of the subject are good. The school ensures there is enough time for pupils to produce good quality work. As well as carefully planned lessons and effective visits to galleries, the school's regular dedicated art days enable all pupils to focus for a whole day on specific aspects of art. As a result, pupils have very positive attitudes to art. The curriculum includes good opportunities for three-dimensional work with clay, for example, and other materials such as papier-mâché. Its strongest focus, however, is on two-dimensional aspects of the subject.
91. The good teaching means that pupils learn well. Teachers are particularly effective at demonstrating vital techniques and then giving pupils opportunities to investigate different methods and materials. This develops pupils' creativity well because they have to find out for themselves what works and what does not. Teachers make good use of the work of professional artists to inspire pupils and to give them ideas, while at the same time valuing and encouraging pupils' own originality. This led in one lesson to Year 2 pupils using the ideas of Leger and adding their own. One pupil explained clearly which shapes and patterns had come from the artist, which ideas had come from the classroom or outside and which had "come from inside my head". Teaching made good use of computers in this lesson to extend pupils' design and pattern-making skills.

Design and technology

92. Only two lessons were seen during the inspection and there was insufficient evidence to judge the school's provision for this subject. In the two lessons seen, teaching and learning were satisfactory and pupils' standards were average. Teachers gave sound guidance to pupils about effective methods that they could use in their work. As a result, pupils learned to make moving parts, such as a Santa on a stick that comes out of a chimney. In the same Year 2 lesson, pupils selected suitable materials, albeit from a limited range, to make peg dolls and they could explain why they had chosen each material.
93. Teachers did not always explain clearly enough to pupils what they wanted them to do or learn. For example, in the Year 2 lesson, the teacher did not ensure that pupils understood clearly that they had to make characters from the Nativity story or from other stories with their peg dolls. In addition, in a Year 5/6 lesson, the teacher did not give pupils clear explanations. As a result, not all pupils fully appreciated how important it was for them to design a shoe with regard for the needs of the person who would wear it.

Music

94. The provision for music is **satisfactory**. It is not possible to judge the overall standards of pupils or how well they achieve, because only two lessons were observed, in a Year 1/2 class and a Year 3 class. In these lessons, teaching and learning were satisfactory and pupils' attainment was typical for their age. Pupils were eager to compose and perform music, but were not given enough scope to be creative. In addition, the teachers did not insist enough on accuracy when, for example, following a beat on drums. The hymns in assemblies showed that the quality of pupils' singing is satisfactory. Pupils sang in tune and rhythmically but lacked expression and commitment. Older pupils, especially boys, were not keen to participate fully. Individual pupils have very good skills. One girl played carols flawlessly on her clarinet in assembly and one boy sang a gentle, melodic solo at the carol service.
95. The school provides some good opportunities for music, especially for older pupils. The annual carol service is held in a local church, which gives the right atmosphere for the pupils' performance. Occasionally, musicians visit to demonstrate their skills and inspire the pupils.

For example, pupils were taught how to use own bodies as percussion instruments to interpret African music. Many pupils benefit from individual teaching outside lessons of such instruments as guitar, clarinet and keyboards. The school sensibly brings these pupils together to form an orchestra, and there is also a choir.

Physical education

Provision is **good**.

Main strengths and weaknesses

- the teaching and quality of assessment are good
- pupils enjoy the lessons and work hard to improve their performance
- although the subject leader provides good advice, this is not based on monitoring of teaching across the school

Commentary

96. It is not possible to judge pupils' standards by the end of Year 6, because not enough lessons were seen. However, standards by the end of Year 2 are above average and this is an improvement since the last inspection. In all the lessons seen, teaching and learning were good and standards were above average. The good teaching occurs because the teachers are confident when demonstrating and explaining the skills they want their pupils to acquire. Lesson content is skilfully built on the pupils' previous activities so that their past learning is consolidated and new knowledge gained. Teachers assess the progress of pupils skilfully so that they can guide pupils to achieving higher standards of movement and control.
97. Pupils respond well to this good teaching and make clear gains in refining their gymnastic and dance movements. They work hard and are beginning to link movements together to form good sequences. Teachers encourage pupils to observe and evaluate each other's performance. Pupils in a Year 3/4 lesson highlighted strengths, such as good movement and control. The pupils made carefully considered and helpful observations as they learned to try out each other's ideas.
98. The enthusiastic co-ordinator has provided useful advice on planning the content of lessons. However, no monitoring of teaching has taken place and this prevents the co-ordinator from developing the subject more successfully.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Personal, social and health education (PSHE)

Provision is **good**.

Main strengths and weaknesses

- the school values pupils as individuals and this develops pupils' self-esteem
- there are many activities which promote social skills and responsibility
- teachers do not allow pupils enough independence in their learning

Commentary

99. The school has an effective approach to PSHE through specific lessons and its caring ethos. It is not possible to judge the quality of teaching, as only one lesson was observed. However, it is clear that the community spirit of the school is very beneficial to its pupils. Teachers work hard to make sure that all pupils feel wholly included in lessons and other activities, praise their

contributions and organise them in sympathetic groups. The paired work in ICT lessons is a good example. As a consequence, pupils grow in confidence.

100. Teachers encourage pupils to be thoughtful and considerate, and to be useful members of the school community. Activities after school and educational visits are good at strengthening pupils' social awareness. The links with the community are especially effective. Pupils become very aware of other people's situations and needs when they visit a local hospice, for example. The school also gives a range of routine responsibilities to pupils which they eagerly accept and perform very sensibly.
101. Teachers do not give pupils enough freedom to organise their own work. In science and mathematics, for example, pupils are not encouraged to develop their own strategies for problem-solving. Similarly, higher attaining pupils are limited in their work on computers. Only in art and design and physical education are pupils allowed to express themselves freely, and it is no coincidence that it is in these subjects where the standards are highest.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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