

INSPECTION REPORT

MALTON COMMUNITY PRIMARY SCHOOL

Malton

LEA area: North Yorkshire

Unique reference number: 121305

Headteacher: Mr C G Culley

Lead inspector: Dr J N Thorp

Dates of inspection: 22nd – 25th March 2004

Inspection number: 256825

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: | 3 – 11 |
| Gender of pupils: | Mixed |
| Number on roll: | 303 |
| School address: | Highfield Road Malton North Yorkshire |
| Postcode: | YO17 7DB |
| Telephone number: | 01653 692582 |
| Fax number: | 01653 690029 |
| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr T Davies |
| Date of previous inspection: | May 1998 |

CHARACTERISTICS OF THE SCHOOL

Malton Community Primary School is located in the Old Malton area of Malton. The school serves a fairly wide area; while most children come from the Peasey Hill estate, a small number of pupils travel to the school from neighbouring villages some distance away. The school is located on a large and attractive site, which it shares with a Catholic primary school. It also includes a nursery. There has been some remodelling of the school building recently, providing additional classroom space, a computer suite and the addition of the former school house. There are currently 303 pupils on roll, the vast majority of whom are white, organised into 11 classes and the nursery. There is broadly average mobility of pupils, with 36 joining the school other than the usual time of first admission last year and 24 leaving. The area around the school is mixed, but a significant proportion of the school's catchment area displays the characteristics of socio-economic disadvantage. There are variations in attainment on entry; although among the most recent entrants attainment was broadly average, among previous cohorts it has been below average. There is a small number of children from traveller families who attend the school. There are 60 pupils (19.8 per cent) on the school's register of special educational needs, which is broadly average compared with schools nationally; four pupils have statements of special educational need. Most of these pupils have learning difficulties. A very small number of children speak English as an additional language, none of whom are at an early stage of English language acquisition.

The school achieved the local education authority's Special Educational Needs Quality Mark in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-------------------|----------------|--|
| 6327 | Dr J N Thorp | Lead inspector | Foundation Stage; Art and design; Design and technology; Physical education; English as an additional language |
| 11468 | Mrs J Menes | Lay inspector | |
| 32180 | Mr D Sleightholme | Team inspector | Mathematics; Science; Geography; History; Music |
| 29688 | Mr M Brammer | Team inspector | English; Information and communication technology; Religious education; Citizenship |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Overall the school provides a satisfactory education for its pupils. There is a clear commitment to care and pupils' well-being, which is very good and helps create the conditions in which individuals can learn. The need to raise standards is now recognised as the major priority and the headteacher and senior managers are pursuing this more vigorously. However, standards remain too low. While it is satisfactory overall, teaching is good in the nursery and in Years 3 and 4; it has been unsatisfactory for one class of Year 5 and 6 pupils, contributing to their unsatisfactory achievement. The school provides **satisfactory value for money**.

The school's main strengths and weaknesses are:

- Standards in English, mathematics, science, information and communication technology (ICT) and religious education are not high enough
- The commitment to inclusion, special educational needs and the care of pupils is very good
- Provision for children in the Foundation Stage lacks coherence and consistency
- Time is not always used efficiently; pupils have insufficient time for learning in some subjects
- Planned developments are not evaluated rigorously enough in terms of their impact on raising standards
- Pupils are not always sufficiently clear how to improve their work
- Some co-ordinators are not yet making an effective contribution to managing the curriculum
- Very good opportunities are created to enrich the curriculum

There has been satisfactory improvement overall since the previous inspection. Teaching in Years 1 and 2 has improved significantly. Assessment procedures are now effective and provide information to help teachers plan. There has been good improvement in provision for ICT and the curriculum is now covered in full. There is now an extensive programme of monitoring of teaching and learning, although the action taken to secure improvement has not yet had the required effect. Planned developments are not fully evaluated and all the required information about attendance is still not included in the prospectus and governors' annual report to parents.

STANDARDS ACHIEVED

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

Achievement is satisfactory among children in the Foundation Stage and in Years 1 to 4, but in Years 5 and 6 it is unsatisfactory. Children now start school with broadly average overall attainment, which is an improvement over recent years when it has been below or well below average. Most children are on course to reach the goals they are expected to achieve by the end of reception. Achievement is satisfactory by Year 2, since recent year groups have had high proportions of pupils with special educational needs resulting in standards that have been below average. Pupils continue to achieve satisfactorily in Years 3 and 4, but in Years 5 and 6 it is unsatisfactory, with standards in English, mathematics and science all below average. Standards in religious education and ICT are also lower than those expected by the end of Year 6.

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Children in the Foundation Stage and pupils in Years 1 and 2 have good attitudes to learning and they behave well. In Years 3 to 6 pupils' attitudes and behaviour are satisfactory overall, but a few pupils in Years 5 and 6 display negative attitudes to school and learning and this limits their progress. The school is unable to compare attendance with other schools, but it rigorously monitors and follows up absences.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching is satisfactory overall; the majority of good lessons seen were in the nursery and in Years 3 and 4. Teachers have good relationships with pupils; most of them manage behaviour well, ensuring that classrooms are orderly and pupils can learn. Staff changes in Years 5 and 6 have aggravated the negative attitudes to learning of a small number of pupils. The teaching in one class of Year 5 and 6 pupils has been unsatisfactory, resulting in their having too little time for learning in some subjects. Teachers generally provide too little specific guidance for pupils on how to improve their work.

High levels of care and support ensure that pupils' varied personal needs are identified and met. The **curriculum is satisfactory** overall, but time for learning is lost when lessons do not start on time. The school provides a **very good range of activities to enrich the curriculum**. The school has good links with parents and very good links with the community.

LEADERSHIP AND MANAGEMENT

Overall **leadership and management are satisfactory**. The **headteacher provides satisfactory leadership**, with a very firm focus on identifying and meeting pupils' personal, social and emotional needs; there has been a greater concentration on raising standards more recently. **Management is satisfactory**, but some subject co-ordinators are not yet contributing effectively to managing the curriculum. The school does not evaluate the outcomes of development sufficiently rigorously. **The governing body fulfils its responsibilities satisfactorily**.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The **majority of parents have a positive view** of the school. They consider it a good school which is very caring, with a headteacher and staff that look out for individual pupils. They are pleased that the school is concerned with more than just academic learning. Most think their children are making good progress, but some have concerns about the mixed age classes. Parents recognise that some pupils display challenging behaviour, but are right to believe that staff manage it well. **Most pupils have positive views** about school. They enjoy coming to school and most feel that teaching is good. They are very enthusiastic about the range of extra-curricular activities provided for them.

IMPROVEMENTS NEEDED

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

- Raise standards in English, mathematics, science, ICT and religious education
- Evaluate planned developments in terms of their impact on standards
- Ensure coherence and consistency in provision for all children in the Foundation Stage
- Use time more efficiently and effectively to ensure sufficient time for learning in all subjects
- Improve teachers' marking so that pupils understand how they can improve their work
- Develop the roles of some subject co-ordinators in managing the curriculum

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils' achievement is satisfactory in Years 1 to 4, but unsatisfactory in Years 5 and 6. Standards on entry to the school have been below average until this year but are now as expected for children when they enter the nursery. Pupils have made satisfactory progress, but the number of year groups having a high proportion of pupils with special educational needs has had a negative impact on overall standards. Achievement is unsatisfactory in Year 5 and 6 because pupils' learning has been disrupted by changes in staff and because some pupils have negative attitudes to school and learning. Standards are not as high as reported in the previous inspection, although they are beginning to rise. Standards on entry are better and children get a good start to their education in the nursery. Most children now achieve the goals they are expected to reach by the end of reception.

Main strengths and weaknesses

- Standards on entry are now broadly average, which is a significant improvement on recent years;
- standards in English, mathematics and science are below average by the end of Year 2 and Year 6; standards of literacy and numeracy are not high enough;
- standards in ICT and religious education are below those expected by the end of Year 2 and Year 6;
- there is a high proportion of pupils with special educational needs in some year groups and this has a negative impact on overall standards.

Commentary

1. Children enter the school with wide-ranging levels of attainment. Among the most recent entrants standards on entry are broadly average. This is a significant improvement on previous entrants, since for many of those currently working their way through the school attainment on entry was below, and sometimes well below, average. Among the most recent entrants to the school their personal, social and emotional development and their ability to communicate and use language were not as high as other aspects of their learning. Nevertheless the good provision made for these children and good teaching ensure they make a good start to school during their time in the nursery. They continue to make satisfactory progress through reception and as a result they achieve satisfactorily, with most of them on course to achieve the goals children are expected to reach by the end of reception. There is an appropriate emphasis on personal, social and emotional development and on communication and language, and children make good progress in these areas of learning.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 12.8 (13.4) | 15.7 (15.8) |
| Writing | 12.2 (12.2) | 14.6 (14.4) |
| Mathematics | 13.5 (15.2) | 16.3 (16.5) |

There were 38 pupils in the year group. Figures in brackets are for the previous year.

2. This table shows that standards in national tests at the end of Year 2 in 2003 were well below average in reading and writing and mathematics, compared with pupils in other schools. These test results also show that in reading and mathematics pupils did not perform as well as they had the previous year. There are significant fluctuations in standards from one year to the next because of the different make-up of some year groups. Among the group taking the tests in

2003 there was a high proportion of pupils with special educational needs. The previously low standards of attainment on entry are also having an impact in Years 1 and 2.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 25.1 (26.7) | 26.8 (27.0) |
| Mathematics | 25.7 (25.6) | 26.8 (26.7) |
| Science | 27.8 (27.7) | 28.6 (28.3) |

There were 42 pupils in the year group. Figures in brackets are for the previous year.

3. This table indicates that overall standards in national tests at the end of Year 6 in 2003 were well below average in English and below average in mathematics and science. These results are not as good in English as they had been the previous year. This is because there was a high proportion of pupils with special educational needs, many of whom had very negative attitudes to school and learning. The situation was exacerbated for some of these pupils with changes in teachers at a crucial time of the year.
4. Throughout the school, overall standards in literacy are too low, despite the high proportion of pupils having identified special educational needs in some year groups. Support for these pupils is good and they achieve satisfactorily. Many pupils have entered the school in the past with poor communication skills and this has a negative impact on their progress. The negative attitudes of a few pupils in Years 5 and 6 have also impeded the progress they have been able to make. There is a clear emphasis on developing pupils' speaking and listening skills, with teachers providing good opportunities right from the start. Although many pupils make satisfactory progress, standards remain below average. There is a similar emphasis on developing pupils' reading, but some parents find it difficult to contribute because pupils are allowed to take home only library books and not their reading books. Teaching of reading is satisfactory, but pupils often receive good support from skilled classroom assistants. More capable readers enjoy discussing books and favourite authors. By the end of Year 2 and Year 6, however, standards are below average. Standards of writing are below average throughout the school. Pupils are given too few opportunities to write at length and insufficient guidance on how to improve their work. This has rightly been identified as a priority for improvement by the school.
5. Pupils make satisfactory progress in numeracy in Years 1 and 2, although many do not reach expected standards. Since they started from a below average base, this nevertheless represents satisfactory achievement. Pupils continue to make sound progress through Years 3 to 6 and their achievement is satisfactory. While standards have been below average for some time, the high priority given to improvement is beginning to show in standards which are beginning to rise. Pupils use mathematics well in other subjects and this also contributes positively to improving standards of numeracy.
6. Standards in science are below average by the end of Year 2, and below average by the end of Year 6. Pupils make satisfactory progress through Key Stage 1, but although their attainment on entry was below average, they have not made sufficient gains to reach expected levels by the end of Year 2. Nevertheless their achievement is satisfactory. Pupils continue to make steady progress through Years 3 and 4. Progress through Year 5 and 6 has been limited, with some pupils completing very little work in science earlier in the year and despite their catching up with some very valuable booster lessons, overall standards remain below average and achievement is unsatisfactory.
7. Pupils' learning and achievement in ICT are satisfactory, although standards are below those expected by the end of Year 2 and Year 6. There has been good improvement in this subject

since the previous inspection, with the curriculum now taught in full, and with better resources now in place to support teaching and learning effectively contributing to raising standards.

8. Pupils with special educational needs attain well below the levels expected nationally for their age, but they make good progress and their achievement is satisfactory, because they benefit from good quality additional support as they move through school. Individual education plans are put together carefully by teachers, teaching assistants and the achievement co-ordinator to ensure they enable pupils to make progress in small, well-defined steps, set against their individual learning targets. There is a good balance between the support provided for pupils in classrooms and time spent in withdrawal groups. In these short, focused sessions, pupils work on activities that develop their skills in reading and writing, and as a result they attain standards that represent good achievement, in relation to their abilities.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development are **satisfactory** overall. Pupils' spiritual, moral, social and cultural development is satisfactory.

Main strengths and weaknesses

- Attitudes and behaviour among a few pupils in Year 5 and 6 have a negative impact on their learning;
- children in the Foundation Stage and pupils in Years 1 to 4 behave well and are eager to learn;
- the school promotes and monitors the attendance of individual pupils very well;
- good relationships throughout the school support pupils' learning and personal development;
- most pupils are friendly, confident and eager to participate in school activities;
- the school does not collate data on attendance so is unable to compare overall levels of attendance with that of pupils in other schools.

Commentary

9. Most pupils like school and are keen to join in the wide range of activities and clubs that it offers. Many of them behave well in class and around the school. They are usually polite and friendly, and confident in their relationships with each other and with staff. Children in the Foundation Stage and pupils in Years 1 to 4 are enthusiastic and usually fully engaged in their learning; they listen carefully to instructions and are keen to answer questions and contribute to discussions. They work well together in pairs and groups and are able to discuss questions sensibly with their neighbour when asked to do so. A few pupils, particularly in Years 5 and 6 where there is a significant proportion with special educational needs or identified behaviour problems, do not always behave so well in lessons; they are sometimes careless, lack interest and application and are not highly motivated. As a result they do not achieve as well as they could do.

Exclusions

10. There have been no exclusions from the school during the last completed school year.

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 251 | 0 | 0 |
| White – Irish | 1 | 0 | 0 |
| White – any other White background | 1 | 0 | 0 |
| Mixed – any other mixed background | 1 | 0 | 0 |
| No ethnic group recorded | 20 | 0 | 0 |

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

11. The school has a clear behaviour policy, which is communicated to parents and understood by pupils. The headteacher plays a key role in promoting good behaviour and constantly reinforces the message to pupils that it is their choice whether to misbehave or not. He keeps very detailed records and involves parents when the behaviour of pupils causes concern. Pupils know how they are expected to behave and most respond well to the system of rewards and sanctions. Parents and pupils feel that behaviour in the school is usually good and that bullying is effectively dealt with.
12. The school's provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. It provides well for pupils' personal and social development through residential visits for Years 4, 5 and 6, which help them to develop confidence and independence. Pupils learn about different religions and ways of life and to value a variety of cultural traditions such as those of Nepal and the Sherpas, through the curriculum and visitors to school. French language and culture are introduced to pupils through the teaching of French, the organisation of a French Day for other schools in the area, and visits from French students.

Attendance

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-------------|----------------------|-----|
| School data | Unavailable | 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.

13. Only unauthorised attendance data is submitted to the Department for Education and Skills or the local education authority. As a result, attendance cannot be compared with levels in other schools nationally. Attendance of all pupils is monitored on an individual basis however, and any concerns are addressed. This has resulted in the school achieving a reduction in the number of days missed, for holidays in term time for example. There is a small amount of unauthorised absence, which is recorded, closely monitored and rigorously followed up by the school. Where necessary the educational social worker is fully involved. Most pupils arrive in school on time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education, enabling pupils to learn appropriately. The curriculum is satisfactory and there are very good opportunities provided for pupils to learn outside of lessons. Teaching is satisfactory and pupils are very well cared for.

Teaching and learning

Teaching is satisfactory overall, although the teaching of children in the nursery and in Years 3 and 4 is good. Teachers make satisfactory use of assessment to enable them to plan appropriate learning activities. Pupils' learning is satisfactory overall; their achievement is satisfactory in the main, but unsatisfactory in Years 5 and 6.

Main strengths and weaknesses

- Although teaching is now satisfactory overall, there has been unsatisfactory teaching for one class of Year 5 and 6 pupils, which has contributed to these pupils' unsatisfactory learning over time;
- teaching in the nursery is good, but across the Foundation Stage as a whole it is insufficiently consistent;
- teaching in Years 3 and 4 is good;
- teachers generally manage behaviour well; good support from the headteacher is helping ensure a consistency in approach;
- pupils with special educational needs are well supported, which contributes positively to the progress they make;
- there are now good procedures in place for assessment in literacy and numeracy, although in other subjects these are developing;
- teachers' comments in their marking generally provide insufficient guidance for pupils about how they can improve their work.

Commentary

14. Overall teaching has improved since the previous inspection, when there was a substantial amount of unsatisfactory teaching. In around half of the lessons seen in this inspection teaching was good; there was only one unsatisfactory lesson. In most areas of the school, good teaching has a positive impact on pupils' attitudes to work and to the effectiveness of their learning. Although currently satisfactory, teaching has previously been unsatisfactory in a Year 5 and 6 class, with pupils completing too little work in science for example.

Summary of teaching observed during the inspection in 40 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 0 | 3 (7.5%) | 18 (45%) | 18 (45%) | 1 (2.5%) | 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.

15. There is good provision made for children in the nursery and teaching is consistently good. The teacher and other nursery staff provide a good range of activities to capture the interest of these young children and successfully engage them in learning. They encourage independence right from the start, providing opportunities for children to choose what they do, but they then manage the extension of learning effectively with skilful interventions. Where this is successful it enables them to promote children's learning effectively. Sometimes, nursery staff can be too directive however, and this detracts from their promotion of independence. There is an appropriate priority given to verbal interaction, with good opportunities made to encourage conversation, pose questions or extend vocabulary by encouraging children to name objects or

things they are working with. There is also appropriate emphasis on children's personal development and right from the start good co-operation is successfully encouraged, which also has a positive impact on children's learning.

16. Teaching is not as consistently good throughout the Foundation Stage however. While it is overall satisfactory in classes with reception children, there are limitations that impact negatively on its overall effectiveness. In these classes insufficient classroom support at times limits the range of ways in which the teachers work with the children. At times the approach to teaching and learning is too formal, in particular with the introduction of lengthy lessons in literacy and numeracy with the whole class. The use of the outdoor area to promote and support children's learning is underdeveloped for all of the reception children.
17. Teaching is good for pupils in Years 3 and 4. Planning for lessons is good, enabling the teachers to provide effectively for each of the mixed age classes. They communicate their expectations clearly and pupils respond positively. This ensures that learning is generally good. Teachers identify clear and appropriate aims for what will be learned in each lesson and they explain carefully how each lesson builds on what pupils have done previously. Teachers are enthusiastic, lively and engaging; they understand their pupils' learning needs and the good relationships they have developed enable them to manage their learning well.
18. Teachers generally manage pupils' behaviour well. Most of them are able to draw on a range of strategies to ensure that classrooms are orderly. The headteacher provides good support to teachers in managing pupils' behaviour, which helps to ensure a consistency in approach across the school. In the main this is successful in providing an environment in which pupils are able to learn. The reinforcement of good behaviour is having a positive impact, especially with pupils in Years 1 to 4, and helps promote positive attitudes to learning. At times, in some classes with pupils in Year 5 and 6, teachers find behaviour much more difficult to manage. A high proportion of these pupils have special educational needs, including behavioural difficulties, and they are much less settled because they have experienced a high turnover of teachers.
19. Pupils with special educational needs receive good quality guidance from well-trained teaching assistants who work with pupils individually, or in small groups. This enables these pupils to make good progress in lessons because they undertake activities that are closely matched to their needs. Some pupils are withdrawn from lessons to work on special language programmes that help them to become more confident in recognising the sounds of letters and in reading new words. In one of the small withdrawal groups in the school house, for example, pupils worked enthusiastically at improving the quality of their writing. The achievement co-ordinator modelled the writing of sentences, and invited pupils' suggestions about ways of improving them. She maintained their interest well by asking them to suggest where capital letters and full stops should be placed. Pupils made good progress in this session because of good teaching and the significant amount of individual support they received. The school has introduced a multi-sensory programme for developing pupils' skills, to which the school's advanced teaching assistants are very committed. They work closely with school staff and visiting specialists, meeting pupils' specific needs successfully and recording their progress effectively.
20. Generally teachers make appropriate use of assessment to inform their planning. In the nursery the teacher records observations of children at work and evaluations of their learning, which build into an effective picture of how they are making progress. Termly assessments in Years 1 to 6 now provide good information about pupils' progress, principally in literacy and numeracy, and effective tracking systems are in place so the assessment co-ordinators can monitor it. The analysis of assessment information has enabled teachers to set appropriate individual and group targets, to identify specific target groups and to plan to meet their particular needs in a variety of ways. There is good consultation with both pupils and their parents about targets set. Assessment in other subjects is underdeveloped however; the further development of procedures in these subjects is a priority identified in the school development plan.

21. Teachers' marking is inconsistent across the school. While they are usually positive and encouraging in their comments, they generally provide insufficient guidance for pupils about what they could do to improve, develop or extend their work. As a result pupils have insufficient understanding of how they can improve. Teachers' handwriting is not always a good example to help pupils in trying to improve theirs.

The curriculum

The school's curriculum is satisfactory. There are very good opportunities for curriculum enrichment, including a very good range of extra-curricular activities. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The statutory curriculum is taught, but provision for pupils' personal development is inconsistent across the school;
- monitoring of time spent on each subject is insufficiently rigorous, resulting in pupils in some Years 5 and 6 classes having too little time for learning in science;
- too much time for learning is lost when lessons start late;
- there is good provision for pupils with special educational needs;
- there are very good opportunities provided which enrich the curriculum; extra-curricular activities are very good.

Commentary

22. The curriculum meets statutory requirements, including provision for sex and relationships and drugs education. Since the previous inspection the National Strategies for Literacy and Numeracy have been introduced and are used satisfactorily, although standards remain below national expectations. There is satisfactory provision for personal, social, health and citizenship education. In some classes these activities are planned and taught on a weekly basis. In others they tend to occur spontaneously, and consequently there is inconsistency in the way pupils' personal development is promoted. There has been satisfactory improvement in the curriculum since the previous inspection because many of the good features, such as the extra-curricular activities, have been maintained. There has also been greater attention given to planning an appropriate curriculum for ICT. However, there is still no system for monitoring the time pupils spend on each subject.
23. While teachers' planning is monitored each half term, there is insufficiently rigorous evaluation of how these plans are implemented. Consequently it is not clear how much time is devoted to teaching and learning in each subject. At times lessons are extended to enable pupils to complete a piece of work, which results in other lessons being cut short or postponed. The lack of monitoring to ensure that an appropriate balance of time is spent on different subjects results in pupils having too little time for learning in some subjects. In science, for example, an analysis of completed work in the Year 5 and 6 classes indicates that one class has covered far less work than the other two, with some topics completely missed out. As a result there are gaps in pupils' knowledge and understanding which have a negative impact on the standards they are able to attain. Time is also lost from lessons when assemblies last too long, or when pupils take too long to return to the classroom following morning and afternoon breaks. This means that teachers are under pressure to complete planned activities in a shorter amount of time, and pupils have less time to develop knowledge, skills and understanding in some subjects. This clearly has a negative impact on standards, particularly in literacy and numeracy lessons, which tend to take place in mornings following assembly.
24. There is good provision for pupils who have special educational needs. The school places great importance on ensuring pupils access the full curriculum by using the expertise of its own staff and of visiting specialist teachers. For example, the occupational therapist and speech and

language development teachers visit on a weekly basis. Pupils who have special educational needs are included in all curriculum activities.

25. Pupils have very good opportunities to participate in a wide range of other activities. For example, pupils in Years 4, 5 and 6 enjoy a residential visit each year, which contributes very effectively to their personal, social and academic development. A good range of other visits support pupils' learning effectively, such as those to Eden Camp for World War II study, for example, or into Old Malton to support learning in history and geography. Pupils in Year 6 have particularly enjoyed looking at Victorian buildings, and discussing issues linked to making parts of the town solely for the use of pedestrians. A very good range and number of extra-curricular activities are provided and very well supported during lunchtimes and after school, which effectively enrich the curriculum for those who participate. For example, there are regular clubs for recorder, choir, orchestra, pottery, yoga, rugby, gardening and computers. The school also has well-established links with other schools. For example, there is a joint musical concert during the summer term with a neighbouring school.

Care, guidance and support

The school provides very well for the care and protection of pupils. It provides satisfactory advice and guidance for pupils, and arrangements to involve pupils in the work of the school are satisfactory.

Main strengths and weaknesses

- Very good provision for the health and safety and protection of pupils ensures they feel safe in school and enables them to concentrate on their work;
- care and support for individual pupils and their families help pupils to feel secure and confident;
- very good provision for children of traveller families ensures they are fully included in the school community.

Commentary

26. The school takes very good care of its pupils. The high quality of this aspect of its work has been sustained since the previous inspection. The headteacher and staff know pupils and their families very well and strive to support them according to their individual needs. The health and safety of pupils are given a high profile in the school; checks are regularly carried out on the building and grounds, and concerns recorded and acted upon. There are good links with support agencies and appropriate procedures for child protection are in place. Staff pay careful attention to the needs of pupils with medical problems and try to ensure that these pupils are fully included. Pupils are encouraged to choose a healthy lifestyle through exercise and a balanced diet. They are given access to water to drink when they need it, guidance on keeping themselves safe and strategies to cope with situations such as bullying.
27. Pupils have good relationships with their teachers and the headteacher, and feel able to go to them to ask for help or guidance. The school nurse also offers a weekly drop-in session. The school keeps careful records of issues relating to individual pupils so that progress can be monitored, and support is fully informed by what has gone before. Teachers' assessment of pupils' academic progress is satisfactory and enables them to give appropriate guidance but marking of pupils' work does not explain clearly to pupils how they can improve. Pupils are aware of their targets which are reviewed regularly and communicated to parents.
28. Pupils who have special educational needs are well cared for and supported by school staff, and staff from external agencies. The school places great importance on meeting pupils' individual needs and in monitoring their development closely. This monitoring is particularly effective when teaching assistants record pupils' progress in detail, and use this diagnostic information to inform the next steps in learning.

29. The school provides very good support for traveller families through the educational social worker and headteacher so that they are confident in sending their children to school. There are good arrangements to support the induction and learning of traveller pupils through specialist teaching staff and an understanding of their lifestyle. There are good arrangements to introduce all children to nursery and reception.
30. Pupils are given opportunities to express opinions and suggestions on school issues through class discussions, and they feel able to approach the headteacher directly with ideas or concerns. They help to devise class and playground rules and were consulted on the purchase of outdoor play equipment. The school has effective procedures to safeguard pupils' use of the Internet.

Partnership with parents, other schools and the community

The school has developed good links with parents and with other schools and colleges. Links with the community are very good.

Main strengths and weaknesses

- Communication with parents is very good and enhances pupils' welfare;
- the school works hard to involve parents; most parents have a positive view of the school;
- at times parents contribute towards enhancing the curriculum, but opportunities for them to help their children improve their reading are too limited;
- strong links with the community and local businesses have had a very positive impact on school development and support the curriculum;
- good links with other schools and colleges extend opportunities for pupils' learning.

Commentary

31. The school has good links with parents which contribute positively to pupils' welfare and personal development. The quality of this aspect of its work has been maintained since the previous inspection. Communication is very good. The school provides good information about its various activities through a regular newsletter, and information for parents about their children's progress is good. Parents are encouraged to speak to teachers about any concern relating to their child; the headteacher welcomes parents wishing to talk to him and keeps detailed records of conversations to enable progress to be monitored. The school nurse is regularly available for consultation with parents.
32. The school works hard to involve all parents, especially those from the traveller community. Parents have good opportunities to make their views known through an annual questionnaire and there is effective consultation over specific issues, such as fruit for snacks for example. Most parents are pleased with the work of the school. The school also arranges useful courses and meetings to provide parents with information about ways they can support their children's learning or particular aspects of the school, such as that on the Foundation Stage, although these are not usually well attended. Parents support the school in a wide variety of ways, through the Friends of the School group, helping in class or on educational visits.
33. At times parents contribute directly to enhancing the curriculum, such as when a mother brought a small baby to show pupils and talk about its care, or when a father talked to pupils about building. Although the school encourages pupils to take library books home to read with parents, these are not always at an appropriate level. The lack of opportunities provided for parents to listen to their children reading from their reading scheme books is a missed opportunity to enable them to help their children improve.
34. Links with the local community are varied and strong. A particularly notable outcome has been the crucial financial support of a variety of businesses in the construction of a new computer suite. The school hosts community activities such as Brownies and a football club, and

provides accommodation for a pre-school playgroup. There are good links with the church which support the curriculum, and members of the community are entertained at dress rehearsals of Christmas concerts and give good support to the school summer fair. Visitors from the community contribute effectively to the breadth of the curriculum.

35. There are good links with other local schools; they are particularly strong with the adjacent primary school with which there is a shared orchestra. Local businesses also sponsor an annual French Day, which is organised by the school and shared with local primary and secondary schools. Valuable links with Nice University enable French student teachers to visit the school regularly. Pupils from a variety of schools and colleges are welcomed for work experience.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The headteacher has a clear vision for the school at the centre of the community and a commitment to identifying and meeting the needs of individual pupils. Management does not focus clearly enough on raising standards. The governance of the school is satisfactory.

Main strengths and weaknesses

- 'The school at the heart of the community' is central to the headteacher's vision;
- the commitment to inclusion is good, with the needs and welfare of individuals high among the school's priorities;
- leaders provide good examples for other staff and pupils;
- monitoring of teaching and learning is insufficiently rigorous;
- the management of provision for pupils with special educational needs is good;
- the recruitment, induction and continuing professional development of staff are managed well.

Commentary

36. The headteacher demonstrates a clear concern for the needs of individual pupils and works hard to ensure and to promote their welfare. There is a commitment to inclusion, which is good and ensures that everyone is fully involved in all that the school offers. This aspect of leadership has been sustained since the previous inspection. The provision for traveller families is excellent; the headteacher has a very good understanding of their particular needs and very good links with other agencies help make the support provided very good. The headteacher understands the importance of the school within the community and is successful in obtaining support to further its development in these areas.
37. The senior management team have high aspirations and want the school and its pupils to do well. They provide good examples for other staff and pupils because of the high personal standards that they set. The overall management of the curriculum is satisfactory, although many co-ordinators are new to their roles, which they have not yet fully developed. They are not all sufficiently systematically monitoring pupils' progress, for example, and using this to identify areas of need and to target help and advice where it is most useful. Senior managers do have some opportunities to monitor teaching, but this has not always been sufficiently rigorous to indicate weaknesses, as in the teaching of science in Years 5 and 6 for example, or in the distribution of time for teaching and learning in the different subjects.
38. The management of the school does not focus clearly enough on evaluating the action taken to address priorities identified in the school development plan. This was reported as a weakness in the previous inspection and consequently this indicates unsatisfactory improvement. The plan is still not fully costed and so the school cannot be sure of the value it achieves for the money it has spent. The school does analyse its pupils' results however, and now tracks their progress more effectively, and teachers are beginning to use the available assessment

information to help them plan work that is matched to the needs of the pupils. However, this has not yet had sufficient impact on raising standards. Teaching and non-teaching staff who are new to the school report that induction procedures are good. The recruitment of staff is managed well. Concern for and provision for their continued professional development have seen a significant number leave for promotion.

39. The provision for pupils with special educational needs is well managed by the school's achievement co-ordinator who ensures the school responds appropriately to pupils' needs, advises colleagues, and checks on provision. She liaises closely with outside agencies, and ensures teaching assistants have opportunities to attend appropriate training, either within school or locally. The support staff are well qualified as a result of undertaking an advanced teaching assistants' course. The governor with responsibility for special educational needs liaises closely with the school's achievement co-ordinator, and has a clear view of provision. The achievement co-ordinator has only been in post for one term, so it is too soon to judge her leadership and management, but she has made a good start by identifying the key areas she would like to work on. The school has been awarded a quality mark by the local education authority for its work in special educational needs.
40. The governance of the school is satisfactory. Governors appreciate its strengths and, increasingly, realise that there is a need to raise standards. Information to parents does not currently present attendance figures in the expected form.
41. Since the previous inspection the school has made satisfactory improvement in some aspects of its work. The key issues to improve teaching in Years 1 and 2 and to ensure full coverage of the curriculum in ICT have been dealt with well, although the impact of the new assessment procedures has still to be felt. Overall improvement has been unsatisfactory, however, because until recently there has not been a sufficiently clear and consistent drive to raise standards. While the school is now more focused on this, it has not yet had a substantial impact on standards.

Financial information

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|-------------------------------------|---------|
| Total income | 753,222 | Balance from previous year | 137,350 |
| Total expenditure | 773,875 | Balance carried forward to the next | 116,697 |
| Expenditure per pupil | 2418.36 | | |

42. Management of the school's budget is good. Specific grants are used well. The office staff are very efficient and give very good support in the day-to-day running of the school. The substantial amount carried forward to the next year was the result of the delay in planned building work, for which funds had been allocated. The school gives satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

43. Although there is a wide range of attainment among children entering the nursery, overall it is now broadly average. This is better than recorded at the time of the previous inspection. A significant proportion of children start school with below average skills in communication, language and literacy, however, and in personal and social development. Children make satisfactory progress in both the nursery and reception classes and their achievement is satisfactory since most of them are on course to reach the goals they are expected to achieve by the end of the reception year in all areas of learning.
44. There is a lack of consistency in the provision for children across the Foundation Stage as a whole. The curriculum is appropriately planned around six key themes, like the current one 'New Life', and a good range and variety of opportunities is provided to extend children's learning. As a result these children receive a good start to their education in the nursery. In the reception year, however, children are taught in one class of wholly reception age children and in one class with a mix of reception and Year 1. In the reception class the curriculum is not always appropriate because at times children are moved on to lengthy and too formal class literacy or numeracy lessons too soon. In the mixed reception and Year 1 class there is sometimes insufficient or ineffective support for the teacher in providing for both groups of children. Where the teacher has appropriate support she is able to provide distinct and relevant learning activities, as in one lesson where the classroom assistant worked with the reception children separately on some introductory work on letter sounds for example. At other times, however, when the teacher has no support and the reception children are expected to work independently, they sometimes lack sufficient focus, which inhibits their learning. As a result, overall curricular provision for children in the Foundation Stage is uneven, with some children having much better and more appropriate learning experiences than others.
45. Teaching and learning are satisfactory overall, but they are consistently better in the nursery, where the provision is good. Teaching in the nursery is good; there is good teamwork, with all the adults making a positive contribution to children's learning, which is helping them to make appropriate progress. In the classes with reception children however, there is generally insufficient classroom support and this inhibits the teachers' ability to provide an appropriate range of activities for the children. Assessment procedures are thorough and there are good links between the nursery and parents. The provision for promoting children's learning outside is satisfactory overall. There is ready access to the outdoor area for some children in the Foundation Stage; it is consistently used more effectively to support children's learning in the nursery. It is not used as frequently or effectively for children in reception, because there is insufficient co-ordination of adult supervision between the nursery and reception class and it is not sufficiently accessible for children in the mixed reception and Year 1 class.
46. Leadership and management are satisfactory. Although significant progress has been made in improving provision in the nursery recently, there have not, as yet, been similar improvements made for reception-age children. There has been insufficient emphasis on evaluating the overall quality of provision and ensuring appropriate consistency and coherence across the Foundation Stage as a whole. This has not improved sufficiently since the previous inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- There is strong emphasis on sharing and co-operation so children work and play well together, especially in the nursery;
- nursery and reception children have too few opportunities to mix with each other.

Commentary

47. This area of learning is given suitable priority. Children are helped to settle quickly into the nursery and feel secure; they make good relationships with adults and other children and are keen to learn. There are good induction arrangements for children moving from the nursery into the reception class, which enable them to continue to build good relationships with other children and adults and contribute positively to the good progress they make in their personal, social and emotional development. As a result most children achieve the goals they are expected to reach by the end of reception. All the staff encourage children to learn to share resources and equipment and to co-operate and play confidently with other children. They are good role models. As a result children have a good understanding about what is acceptable behaviour. In the nursery children join in enthusiastically and concentrate on tasks and activities with increasing concentration. They co-operate well in most situations, such as in the sand or water play for example, and at times in role-play. They help each other, as when they ask friends to fasten their apron. Such activities contribute effectively to children's social development. However, reception children have too few opportunities to mix with those in the nursery, and this results in missed opportunities to further promote their social development. There are good routines throughout the Foundation Stage to promote children's understanding of the need for personal hygiene.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make satisfactory progress in developing their language skills and most achieve the goals they are expected to reach by the end of reception;
- good routines are introduced for speaking and listening right from the start in nursery;
- at times a formal approach to the teaching of literacy is introduced too soon in reception;
- the lack of suitable classroom support sometimes limits children's learning in the mixed reception and Year 1 class.

Commentary

48. Children have appropriate opportunities to develop their language and communication skills, because this is given priority throughout the Foundation Stage. Children make satisfactory progress and the majority achieve the goals they are expected to reach by the end of reception. Teaching is good in the nursery, with the teacher and nursery nurse providing a wide range of activities to extend children's language. Good routines for speaking and listening are established right from the start, with children taught how to listen to each other and to take turns in speaking. Adults reinforce this effectively, in both one-to-one conversations and in larger group discussion or in role-play. There is a clear emphasis on extending children's vocabulary, effectively providing them with names of shapes or characters from a story for example. In the nursery, a few children are beginning to write their own name unaided and most are making marks in free writing activities, in the role-play 'Baby Clinic' for example. In the nursery, the

teacher and nursery nurse provide opportunities for children to listen to stories, to share a book and to sing rhymes or action songs, which all effectively help children learn letter sounds and some simple words in a fun way.

49. Reception children have some similar opportunities, but at times there is too quick a move to more formal literacy-type lessons. In the reception class, the organisation of one session seen was inappropriate, with all the children expected to work on a set task with some non-fiction books. This level of co-operation was beyond the children and so their learning was restricted. Where the organisation of the session was different, with a variety of activities provided affording the teacher time to work with smaller groups, learning was much better. Here children showed they could search for information about jungle creatures from the books displayed in 'The Jungle' role-play area, and pairs of children could discuss what they had found out about different insects. At times the provision of effective classroom support also helps the teacher provide appropriately for the reception children in the mixed reception and Year 1 class. On these occasions children are taught separately and this contributes positively to their good learning, as in the 'Swap Shop' activity in which their understanding of initial letter sounds was effectively reinforced.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good and most children achieve the goals they are expected to reach by the end of reception;
- good practical activities and skilful teaching challenge children's thinking and help them make good progress.

Commentary

50. Children achieve well in this area of learning because teaching is good. Throughout the Foundation Stage teachers make good use of the range of practical activities they provide to extend children's learning. Most of the children reach the goals they are expected to reach by the end of reception. In the nursery and classes with reception children teachers and other adults effectively reinforce the use of mathematical language. Displays around the rooms provide the names of shapes. In the nursery a good variety of activities reinforces children's ability to count. Good use is made of number fans at times and the teacher is skilled in extending their thinking with questions such as "Can you show me four fingers?" and then "Can you show me a different way with two hands?" This is helping children understand basic number bonds like $3 + 1 = 4$. As she works with individuals or small groups the teacher effectively moves learning on well, counting coins for example, trying things in different ways to make the children think and constantly reinforcing the vocabulary of 'more than' or 'less than'. Number rhymes such as 'Two little chickens' are used well to support children's counting in twos and on displays, such as 'Grandpa's handkerchief', there are numbers and days of the week to further reinforce children's understanding. Role-play also provides good opportunities to extend children's mathematical learning, as they weigh their 'babies' in the 'Baby Clinic' for example.
51. In the classes with reception children, teachers continue this approach, posing questions effectively to make children think about number or shape. At times practical or role-play situations are used effectively, such as the shop for example, in which adults join in and contribute to extend children's thinking. In the mixed reception and Year 1 class, the teacher manages to work with both groups of children independently at times and this is helping the reception children make progress. Children can count accurately up to 20 and beyond; most of them recognise numbers up to nine and can complete the answers to simple addition facts up to ten. Most recognise simple flat shapes and can name them. The good range of practical

activities provided for children throughout the Foundation Stage is contributing positively to the effectiveness of their learning and the progress they make.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children's learning is good, because good opportunities are provided for them in this area of their learning.

Commentary

52. Teaching and learning are good, enabling children to achieve well in this area of learning. The majority of them achieve the goals children are expected to reach by the end of reception. Children are provided with a range of opportunities to learn about their world. Areas like that set up for role-play in the 'Baby Clinic' or about 'The Jungle' are very good, with good resources, including pictures, equipment and displays to engage children's interest. There are sometimes books in the role-play areas to extend children's learning in reception. Such activities provide good opportunities for teachers or other adults to engage children in thinking and talking, or researching information in the books provided. The theme of new life is also extended in the clinic with work on health, including examples of x-ray photographs and information about healthy eating. Children are introduced to themes such as change, by considering the things they could do as a baby and things they can do now; they are introduced to the idea of chronology through timelines. Work on the theme of new life provides good opportunities for children to think about birth and growth and they are fascinated to observe how tadpoles are developing. There is good emphasis on children observing for themselves, as in one very good activity in which the nursery nurse enabled children to mix a variety of everyday baking materials and watch what happened. She encouraged discussion of what the children noticed, all the time pushing them to use different words or make comparisons. Children have access to computers throughout the Foundation Stage and most are confident to use them. They are developing good mouse control as they access and work with different programs, and they can use the mouse to drag and drop parts of a jigsaw into the appropriate places to complete the picture on screen. They successfully learn to provide the simple instructions to move a programmable toy, the Roamer, around a course.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The provision to extend children's learning outdoors is not used effectively for all children in the Foundation Stage;
- good use is made of the school hall to promote children's learning.

Commentary

53. Children have good opportunities to develop their skills in manipulating equipment such as scissors, writing and drawing pencils, paint brushes and other tools and in handling a range of equipment when making models. This is particularly evident in the nursery where teachers and other adults help children develop their skills effectively. When working outside, nursery children have good opportunities to move, control wheeled toys, build and balance. The designated outdoor area is not used as effectively for children in the reception classes, however. In the reception class there is ready access to this area, but the lack of co-ordination of supervision

means that it is not used as often or as productively as it could be. The children in the mixed reception and Year 1 class do not have such ready access to this area, and consequently they do not have the same opportunities.

54. At times good use is also made of the school hall to provide opportunities for children to move and develop an appropriate awareness of space, enabling them to learn to control their own bodies in various situations. Working with the nursery children the teacher used some of the equipment to encourage children to move, jump and land. There was good progress as children were challenged to find different ways to move. At other times the teacher uses the hall to provide the space for children to explore their own different movements, as they did in response to a story about visiting grandma's house. In this session they searched high and low, rolled up the carpet and used the carpet beater to clean it. Teaching in this area of learning is good, which contributes to children's good learning, ensuring they make progress and as a result most of them achieve the goals children are expected to reach by the end of reception.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children enjoy the range of creative activities provided for them;
- sometimes support can be over directive, which restricts children's opportunities to experiment with materials for themselves.

Commentary

55. Teachers plan an interesting range of activities, which stimulates children's imagination. Teaching is generally good and as a result, most children achieve the goals they are expected to reach by the end of reception. Throughout the Foundation Stage children enjoy the range of art, modelling and role-play activities. They concentrate well as they make pictures and models with a variety of materials, paint or other equipment. In the nursery there is a high level of support for children as they work, although at times this can be over directive, restricting children's opportunities for experimentation and discovery. Children enjoy exploring the water and sand, especially when they can work as part of a group, sharing the experience of creating imaginary scenes for their play.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are below average and pupils do not achieve as well as they should by the time they leave the school;
- the teaching and learning in the best lessons seen are good;
- assessment procedures are now in place, which should help to raise standards, and pupils' progress is tracked effectively;
- pupils do not have enough opportunities to write at length, nor sufficient opportunities to use the computers to draft and edit their work;
- teachers provide insufficient guidance to pupils on how to improve their work;
- teaching assistants and librarians make a good contribution to pupils' learning, especially those with special educational needs.

Commentary

56. In the 2003 national tests, pupils aged eleven attained results that were well below average when compared with all schools nationally and in comparison with similar schools. At the higher levels, pupils' results were well below average. Pupils aged seven attained standards that were well below average in reading and writing when compared with all schools. They were very low compared with those of pupils in similar schools. Too few pupils attained the higher levels in reading and writing. Standards are not as high as they were reported in the previous inspection, when they were average by the end of Year 2 and above average by the end of Year 6. Consequently improvement since then has been unsatisfactory. Inspection evidence indicates that standards in speaking and listening, reading and writing are below average in both Year 2 and Year 6. Pupils' achievement is unsatisfactory throughout the school.
57. Standards in speaking and listening are below average. When teaching is good pupils of all ages usually listen well both to the teacher and to other pupils. Their standard of speaking is low however, and this is often seen in lessons when they struggle to express what they have learned. Pupils' low standards of speaking also affect their written work when they have to try to order their thoughts and write about their ideas.
58. Standards in reading are below average throughout the school. Teachers are using a range of appropriate strategies to raise standards. The impact of the early literacy strategy has been evaluated. While it helps individual pupils, it has not yet had a positive impact on the standards attained in national tests. Discussion with pupils shows that they have good attitudes to reading however, and they talk about their favourite authors with enthusiasm.
59. Standards in writing are below average throughout Years 1 to 6. The school has identified this as a particular problem and is beginning to take steps to address it. The librarians have analysed the results of national tests and are working with a group of Year 6 pupils on a specific project to raise their levels of attainment. This is having a positive impact on standards. The presentation of pupils' work is poor, with few of them joining their letters or taking a pride in its appearance. Pupils have too few opportunities to use the computers to draft and re-draft their work.
60. Teaching is satisfactory overall, with good teaching in many of the lessons seen in Years 1 to 4. Teachers have secure subject knowledge and the National Literacy Strategy is well established. Overall, however, there are not enough opportunities for pupils to write at length and so raise the standards they attain. Marking of the pupils' work is often encouraging but does not give sufficient guidance about how they can improve. In lessons, teaching assistants are used well to support pupils with special educational needs, which contributes positively to the progress these pupils make and their satisfactory achievement.
61. The leadership and management of the subject are satisfactory overall. The co-ordinator has observed lessons being taught to pupils in Years 1 and 2 and is aware of strengths and weaknesses in teaching, but she does not monitor planning effectively and does not have sufficient influence over the whole school to make a significant impact on standards. Appropriate assessment procedures are now in place, which enable pupils' progress to be tracked. There is good enrichment of the curriculum from visiting theatre groups, poets and authors and the support of the school library service. This also contributes positively to the pupils' cultural development.

Language and literacy across the curriculum

62. Opportunities are provided for pupils to write at length in subjects such as history and religious education. This is an area that could be developed further both to raise standards in English and to support learning in depth across the curriculum.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards of attainment are below national averages at the end of Year 2 and Year 6;
- pupils do not have enough opportunities to develop problem-solving skills, and this holds back achievement;
- teachers do not always provide extra challenges for the most capable pupils;
- pupils respond well in oral and mental activities when there is an appropriate level of challenge;
- teachers are developing pupils' mathematical skills well in other subjects;
- the new subject co-ordinator has made a good start by focusing on ways of improving standards.

Commentary

63. Although the standard of pupils' work is below average by the end of Years 2 and 6, their achievement is satisfactory. In the 2003 national tests, pupils' performance in both Year 2 and Year 6 was well below the national average, and well below that of pupils in similar schools. Generally, standards have been below average over the last three years. Inspection evidence indicates that standards are now beginning to improve, because the development of pupils' mathematical skills has been given a high priority, and a number of strategies introduced recently are beginning to have a positive effect. For example, teachers have made marking more helpful by writing comments which tell pupils what they do well, and how their work matches up to the intended learning in a lesson. Some teachers are beginning to write comments that help pupils to understand what they need to do to improve their work. These new marking strategies should continue to contribute towards raising standards over time, but it is too soon to assess their full impact. Pupils who have special educational needs make satisfactory progress in lessons and achieve at a similar rate to their classmates. When they work in small groups, these pupils often achieve well because the school's achievement co-ordinator and well-trained teaching assistants provide activities that are well matched to their particular needs. Inspection evidence indicates there is not a significant difference in the attainment of girls and boys.
64. Teaching and learning, although variable between classes, are satisfactory overall. There was good teaching in about a half of the lessons seen, and this was fairly evenly distributed across the different year groups. In two of the three Year 5 and 6 classes there was good teaching when lessons were taken by the subject co-ordinator, or by an advanced skills teacher in school to cover a staffing absence. However, an analysis of pupils' books suggests that teaching and learning are satisfactory, over time, because some of the good features of lessons during the inspection are not evident in pupils' books. For example, all pupils have completed the same or very similar work, regardless of the National Curriculum level they have achieved. As a result, capable pupils have exactly the same expectation placed upon them as lower attaining ones, in the same class. This lack of challenge has affected test results over the last few years because fewer pupils than in similar schools have reached a level higher than that expected for their age.
65. The school has put a good curriculum in place that is based on the National Numeracy Strategy. Teachers plan lessons to reflect the guidance of the strategy, including opportunities for oral and mental work at the start of lessons. In a good oral and mental session in Years 5 and 6 the teacher maintained good pace by limiting the time pupils had to find an answer, and by asking 'quick fire' questions that challenged their thinking. Pupils responded well to a partner activity called 'Countdown' where they selected numbers from a list of six, to lead them to the teacher's chosen number. They were allowed to use any combination of multiplication, addition, subtraction or division to arrive at the result. Pupils used whiteboards effectively to try out different strategies, and they worked co-operatively to find solutions. In a satisfactory lesson in a different Year 5 and 6 class, pupils made slower progress in the oral and mental starter because there was less challenge; there were not enough whiteboards for individual use, and

when pupils were asked to work in pairs, there were some who did not contribute and left all the work to their partner.

66. Staff have looked at the school's provision and pupils' achievements with a critical eye, and have identified that pupils find solving problems difficult, especially those involving words. Until recently, however, there had not been sufficient emphasis on this aspect of pupils' work, and, as a result, they have not made as much progress in the development of mathematical skills as they are capable of. The good lessons observed during the inspection all included some opportunities to develop problem-solving skills. For example, in a lesson with pupils in Years 5 and 6, the teacher successfully used ICT to reinforce and extend pupils' understanding of the rules of multiplication and division. He used a computer program where pupils eliminated numbers by applying their knowledge of divisibility and multiples. Eventually, pupils ended up with a 'sorting tree' that showed them all the choices they had made in arriving at the correct answer. Pupils' problem-solving skills were developed well in this lesson because the teacher expected pupils to explain their strategies and to justify decisions they had taken.
67. The co-ordinator has only taken over recently and it is too soon to assess his impact on provision and standards. Nevertheless, he has made a good start by looking at previous test papers and results to see where pupils do well and where they need most help to do better. He has also improved the procedures for assessing pupils' progress by introducing group targets. These are intended to develop pupils' mathematical skills by focusing on the key objectives of the National Numeracy Strategy. It is too soon to measure the impact of these initiatives because they have not been in place for long enough, but indications are that pupils are discussing targets with parents and teachers, and beginning to understand what it is they need to do in order to achieve well. There have been some observations of teaching, and, as a result, training has been targeted to those areas where it will have the greatest impact. There has been satisfactory improvement since the previous inspection.

Mathematics across the curriculum

68. Pupils use mathematics well in other subjects. In science, for example, pupils in a Year 3 and 4 class have investigated different brands of kitchen towel to see which is the most absorbent. They have appropriately chosen block graphs to display the results. In a literacy lesson in Years 3 and 4, pupils labelled drawings and put together an explanation about them. The teacher made links to previously completed numeracy work when referring to drawings of a cuboid and cylinder. He reminded pupils of the specialist mathematical vocabulary of vertex, face and edge.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Standards of attainment are below average by the end of Years 2 and 6;
- pupils' achievement is unsatisfactory in Years 5 and 6 because some of the planned science curriculum has not been covered and there has been too little emphasis on pupils' written recording of their work;
- monitoring of teaching and learning is insufficiently rigorous, so the school has been unaware of where there has been unsatisfactory teaching;
- in some lessons, well-deployed classroom assistants enable teachers to manage pupils' learning effectively.

Commentary

69. In the 2003 national tests for pupils at the end of Year 2, standards were well below average, and well below the standards found in similar schools. However, there was a significant proportion of the pupils in this year group with special educational needs and this contributed to the school's well below average standards. In the current Year 2, inspection evidence indicates that standards are higher than they were in 2003, although they are still below average. At the end of Year 2 pupils achieve satisfactorily, and those with special educational needs generally achieve as well as their classmates, in relation to their prior attainment.
70. In the 2003 national tests for pupils at the end of Year 6, standards were below average, and well below those of pupils in similar schools. Standards among most pupils in the current Year 6 are below average; the achievement of pupils in Years 5 and 6 is unsatisfactory. This is because in one of the three Year 5 and 6 classes barely any work has been covered at all. An analysis of these pupils' completed work revealed significant gaps when compared to the school's long-term plan for science. Discussions with pupils confirmed the gaps in their knowledge and understanding of some topics, particularly 'forces'. There has, however, been some 'catching up' in science booster classes recently, but this is unlikely to raise standards significantly before the 2004 national tests. In one of the other Year 5 and 6 classes insufficient attention has been given to recording the results of pupils' investigations. Work has been completed in line with the long-term plan, but little emphasis has been given to developing pupils' ability to communicate findings in writing, and insufficient work has been completed to cover topics in appropriate depth. Discussions with pupils confirm they undertake science work regularly, but they are not always expected to write down their findings. As a result, pupils' ability to follow through a scientific investigation, and draw conclusions, is not as well developed as it ought to be, and this clearly has a negative impact on the overall standards they attain. The completed work of pupils in the other Years 5 and 6 class indicates that they have covered an appropriate amount of work, in sufficient depth, and that investigative work has been recorded well.
71. The quality of teaching is satisfactory, overall, but it is too inconsistent across the school. Some good lessons were observed with pupils in Years 1 and 2, Years 3 and 4 and in one of the Years 5 and 6 classes. In another of the Years 5 and 6 classes, however, teaching has been unsatisfactory, because the teacher had not taught sufficient of the planned science curriculum. More recently, a temporary teacher has worked hard to fill the gaps in these pupils' knowledge and understanding. In the other Year 5 and 6 class, there has been insufficient emphasis on pupils recording their science work and this has restricted the progress they have made. Where teaching of science is good, teachers manage the learning for the mixed age groups effectively. In a lesson with a class of pupils in Years 1 and 2, for example, the teacher was able to teach two different topics successfully. She managed pupils' learning effectively, with those in Year 1 investigating light sources and those in Year 2 using their prior knowledge of electricity to create a circuit to light a bulb. This lesson was successful because the teacher was able to work with one group while deploying a teaching assistant to work with the other. As a result, all pupils in the class made good progress. However, in a lesson with another of the Year 1 and 2 classes, teaching was not so effective and consequently pupils' progress was slower because the teacher had to manage her pupils working on both topics without the support of an assistant. This meant that she was unable to give sufficient support or challenge to all the pupils in the class.
72. The subject co-ordinator has only recently taken over this responsibility and therefore it is too soon to make a judgement about the quality of her leadership and management. However, she has made a satisfactory start because she has identified what needs to be done to raise standards. Her monitoring of pupils' completed work has revealed clear priorities for development, which include giving greater emphasis to learning through investigations. In the longer term, there has been unsatisfactory improvement since the previous inspection. Provision remains unsatisfactory because the monitoring of teaching has not been sufficiently

rigorous to reveal the shortcomings in coverage of the curriculum in Years 5 and 6 or the inconsistent quality of teaching of science across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- The school has made good improvements in some aspects of provision since the previous inspection;
- standards are below those expected of pupils by the end of Year 2 and Year 6;
- pupils have good attitudes to the subject and this helps their learning;
- teaching and learning in lessons observed were good but pupils' keyboard skills limit the pace at which they can work and hold back their learning;
- the role of the co-ordinators is not developed sufficiently to ensure they have a clear understanding of pupils' progress and the standards they achieve;
- ICT is used effectively to support learning in other subjects.

Commentary

73. There has been good improvement in some aspects of provision since the previous inspection, when a key issue was to ensure full coverage of the ICT curriculum. This has been fully addressed. There has been a substantial improvement in the resources available to support teaching and learning, with the completion of a new computer suite and the purchase of laptop computers to support work in classrooms. However, standards by the end of both Year 2 and Year 6 are below average, while they were reported in line with those expected in the previous inspection. Nevertheless pupils are now making satisfactory progress and their achievement is satisfactory. Pupils have positive attitudes to the subject and this enhances their learning. They work well together when sharing a computer and this helps their social development.
74. Although it was possible to observe only a very small number of lessons in which ICT skills were taught during the inspection, in these lessons teaching was good. Teachers using the computer suite demonstrated secure subject knowledge and they were well supported by teaching assistants. Overall teaching is satisfactory however, and the school recognises that more training is needed to ensure that teachers use the recently purchased laptop computers and the interactive whiteboards. Good use is made of the computers to support learning in other subjects, and in these lessons pupils show how their skills are developing. While pupils in Year 6 can access selected programs and use the mouse and the toolbars to complete appropriate operations, their underdeveloped keyboard skills limit the pace at which they can work and make progress. In Years 3 and 4, where pupils could use a word-processing program to edit their work, amending punctuation and spelling for example, again their poor keyboard skills limited the pace at which they could work. More direct teaching of these skills is required to ensure that pupils can make appropriate progress.
75. Leadership and management of the subject are satisfactory. The completion and equipping of the new computer suite have substantially enhanced resources for teaching and learning. The co-ordinators have monitored the use of the suite and identified areas where staff may need further training. They also monitor teachers' planning. However, their role as co-ordinators is not yet developed sufficiently for them to have a firm grasp of the standards pupils attain. Although there are end-of-unit assessments, there are no folders of pupils' completed work to illustrate standards.

Information and communication technology across the curriculum

76. Pupils in Years 3 to 6 make good use of ICT to support work in other subjects including mathematics, history, religious education and design and technology. In history, for example, pupils in Years 5 and 6 demonstrated their ability to use a spreadsheet as they found out about the past from census returns. Year 6 pupils had a good recall of how they had used control equipment to monitor sound, heat and light. Pupils in Years 1 and 2 have used an art program successfully to draw pictures, which shows how they are developing effective control of the mouse. They can also produce graphs to develop their understanding of data handling in mathematics. However, throughout the school opportunities are missed for pupils to draft and edit their work in English lessons.

HUMANITIES

77. It was not possible to observe any lessons in history and geography during the inspection. Consequently there was insufficient evidence to support a judgement about provision in these subjects.
78. In **history**, pupils in Year 2 have a good recall of the work they have done on Guy Fawkes and Samuel Pepys. They have a good understanding of the events at the time of the Great Fire of London and talk knowledgeably about how disease was spread. They are particularly enthusiastic about their work on Florence Nightingale and the Crimean War. They know she was called the 'Lady of the Lamp'. There have been good links with their work in science and design and technology, in which they have made lanterns for example. Pupils in Year 6 talk confidently about the work they have done on the Victorians. They have developed a good understanding of transport, schools and homes in Victorian times and refer to a display of Victorian artefacts near their classrooms to support their discussions.
79. In **geography**, pupils in Year 2 have a good recall of work on Mexico. This was a project that linked a variety of activities, including making tortillas and sombreros, and finding out about life in Mexican villages. Pupils also enjoyed their work based around Katie Morag on the fictional Isle of Struay. They understand that Struay is quite different from Malton and they can give examples how, such as there are few cars and vans on the island, and only one post office. The pupils in Year 6 have developed a good understanding of the water cycle from work in geography and they have particularly enjoyed going into Malton to look at buildings, and to explore issues related to the pedestrianisation of Wheelgate. This topic has also helped extend their literacy skills, in the writing of arguments for and against this development, and their ability to use mathematical and ICT skills when they have represented data using graphs and charts.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Standards are below those expected in the local agreed syllabus;
- some very good teaching and learning was seen with pupils in Years 1 and 2;
- the co-ordinator has insufficient understanding about standards because there are too few opportunities for monitoring.

Commentary

80. Standards are below those expected in the local agreed syllabus. Discussions with pupils indicate their limited understanding of their work. In Years 5 and 6, pupils have a satisfactory knowledge of Christianity. They are aware of the importance of the Bible as a holy book and they talk about the life of Jesus and his disciples. They know about the cross as a symbol and understand the significance of important events like baptism and marriage. They find it difficult to talk about recent work on Judaism and are also unsure when asked about Islam. By contrast

pupils in Year 2 are confident when discussing what they know about Hinduism and the story of Rama and Sita. They are confused when describing what they know about Christmas and Easter.

81. Teaching and learning are satisfactory overall, but a very good lesson was seen with pupils in Years 1 and 2, which introduced the Easter story. The teacher demonstrated his very good subject knowledge, which he used well to promote learning. His engaging and direct style ensured pupils were fully involved in the lesson; he skilfully accepted and integrated pupils' responses and feelings at different points in the story. Pupils were keen to respond, some were confident to ask questions, and the teacher made very good use of these to develop the story. As a result pupils' learning was very good, enabling them to reflect on what they had heard and to join in a very interesting discussion about forgiveness.
82. Leadership and management of the subject are satisfactory. The role is not developed sufficiently for the co-ordinator to know about standards, because there are insufficient opportunities for monitoring. The subject makes a satisfactory contribution to the pupils' spiritual and cultural development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. It was possible to observe only a very small number of lessons in art and design during the inspection. Only one lesson was observed in design and technology. In music it was also possible to observe only one lesson. Consequently there was insufficient evidence to support a judgement about provision in these subjects.
84. In **art and design**, pupils' work on display around the school indicates that an appropriate range of skills has been taught. In Years 1 and 2 pupils' work indicates that they are developing satisfactory painting techniques and brush control; a few pupils' use of colour is good. There is an appropriate emphasis on working with different materials. In Years 3 to 6 pupils make good progress in developing their skills. Drawing skills are satisfactorily developed, with some pupils gaining good control of line and able to add depth to their pictures with shading. The lessons observed with pupils Years 5 and 6 indicate the good progress they are making in painting. In one lesson pupils experimented with colour mixing in preparation for their landscape paintings. They explored tones, tinting and shading, most showing they had developed the ability to manage the use of paint and brushes to ensure their use of colour was clean.
85. In a very good lesson with one Year 5 and 6 class, pupils built on their understanding of landscape with very good discussion of the work of L.S.Lowry. They demonstrated their ability to discuss features of his work, including perspective. They understood how the artist's techniques reinforced what he was trying to communicate about an urban landscape; one pupil commented that "there was not much warmth" in Lowry's use of colour. Teaching in this lesson was very good, the teacher making good use of ICT to present examples of Lowry's pictures. The teacher provided very good opportunities for pupils to discuss aspects of the artist's work and he responded warmly and sympathetically to their ideas, which gave them confidence and encouraged them to contribute. He extended their understanding very well indeed by using the computer to remove the colour from the pictures so they could discuss the use of shape. In this lesson pupils were fully interested and involved; they were engrossed in their work and fully concentrating over a lengthy lesson. Such skilful teaching ensured that progress was good.
86. In **design and technology**, there was very little completed work available or on display around the school. In the one lesson seen pupils were working towards the completion of their pop-up books they were making for younger pupils. In this lesson they demonstrated effective use of appropriate tools for cutting and fixing. Pupils were imaginative in their designs and they were well supported as they worked to complete the making. Teaching was good, with firm emphasis on evaluating their own work and considering ways to improve it.

87. In **music**, the school uses a variety of materials to support non-specialist musicians, which generally work well when teachers take account of pupils' previous learning. However, if lesson plans are not adapted from the published scheme of work, then pupils sometimes find the tasks too difficult. For example, in a lesson with Years 5 and 6, pupils were asked to look at 'texture' cards and represent these musically. Most looked at the patterns on the cards carefully, and interpreted them well. They made good progress in learning until they were asked to play a single chime bar to represent the texture. This activity did not work because pupils found it too difficult. By following a commercially produced lesson plan, without checking on what pupils already knew, the teacher had assumed pupils would be able to complete all the activities.
88. There are good opportunities for pupils to develop musical skills in choir, orchestra and recorder clubs through extra-curricular activities, and for pupils to learn to play a variety of instruments when specialist teachers visit the school. Pupils have good opportunities to sing in assembly and in separate singing practices. The singing is spoilt when pupils shout during choruses and consequently they lose the melody at these times. There are good, joint musical activities with a neighbouring school when they put on a summer concert, for example, and good work in the community when pupils entertain senior members of the community with carol singing.
89. While it was possible to observe only a small number of lessons in **physical education**, very nearly all of which were with pupils in Years 1 to 4, other evidence indicates that the school makes good provision in this subject. A real strength is the wide range of extra-curricular activities available, which enhances the curriculum. Most pupils enjoy the range of activities made available for them and their attitude to work in this subject is good and sometimes very good. Teaching is generally good; teachers manage their lessons purposefully and with good pace. There is a clear focus on improving pupils' skills, in a good range of movement or small games activities. In these lessons pupils are enthusiastic and work hard. They persevere well to refine and develop skills, working effectively together in small groups.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

90. It was not possible to observe any lessons in personal, social and health education or citizenship during the inspection. Other evidence in teachers' planning indicates that an appropriate programme of sex education is linked to the science curriculum, with the school nurse supporting lessons for the oldest pupils. Provision for drugs education is enriched by a visiting group. The school is working towards the Healthy Schools Award.

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 | 3 |
| How the school's effectiveness has changed since its last inspection | 4 |
| Value for money provided by the school | 4 |
| Overall standards achieved | 5 |
| Pupils' achievement | 4 |
| Pupils' attitudes, values and other personal qualities | 4 |
| Attendance | 0 |
| Attitudes | 4 |
| Behaviour, including the extent of exclusions | 4 |
| Pupils' spiritual, moral, social and cultural development | 4 |
| 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 | 2 |
| Accommodation and resources | 4 |
| 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).