

INSPECTION REPORT

MELSONBY METHODIST PRIMARY SCHOOL

Melsonby, Richmond

LEA area: North Yorkshire

Unique reference number: 121543

Headteacher: Mrs B Watt

Lead inspector: L A Furness

Dates of inspection: 6-7 October 2003

Inspection number: 261344

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:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll;	39
School address:	West Road Melsonby Richmond
Postcode:	DL10 5ND
Telephone number:	01325 718318
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr C Gibson
Date of previous inspection:	26 th November 2001

CHARACTERISTICS OF THE SCHOOL

Melsonby Methodist School is a small voluntary controlled primary school situated in the village of Melsonby approximately five miles from Richmond. The school draws its pupils mostly from the village and takes a few pupils from the neighbouring surrounding villages. Thirty nine pupils age 4 to 11 attend the school and the percentage of pupils known to be eligible for school meals free of charge matches the national average. The number of pupils having special educational needs is above the national average and the number of pupils having a statement of special educational need is above the national average. All pupils are white British. Children when they start their reception year mainly have levels of attainment that match that expected for their age in communication language and literacy in mathematical development and personal, social and emotional development. However, with such small groups, attainment on entry can vary considerably year-upon-year. The school achieved the North Yorkshire Special Educational Needs Quality Mark in 2003. The class of Years 3 to 6 pupils is taught by two teachers; the headteacher for three- and-a-half days a week and a supply teacher for the remaining time.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8245	L Furness	Lead inspector	Foundation Stage of Learning, English, English as an additional language, Information and Communication Technology, Art and Design, Design Technology and Music
9214	J Garland	Lay inspector	
27677	D Davenport	Team inspector	Special Educational Needs, Mathematics, Science, Geography, History, Physical Education and Religious Education

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PART A:

OVERALL EVALUATION

This is a good school. Its very good caring ethos results in the very effective personal development of all the pupils. They achieve well and make good progress because the quality of teaching is consistently good. The headteacher provides very good leadership and management inspiring both staff and pupils to give of their best. The school provides good value for money.

The school's main strengths and weaknesses are:

- The leadership and management of the school are very good and provide clear direction for school improvement.
- Very strong emphasis is placed on ensuring that pupils work in a healthy and safe environment. Relationships between the pupils and adults are very good with the pupils confident that all adults will help them if they need support or advice.
- There is a high level of commitment to the inclusion of all the pupils in all aspects of school life. Teachers' planning very effectively ensures that all pupils no matter of what age or ability make good progress.
- Pupils attain well in English and science by the end of Year 6 *but pupils' attainment in mathematics is an area that the school has identified as an area needing improvement.*
- Although younger pupils read well, their *writing and spelling skills are in need of improvement.*
- *Written marking does not consistently inform pupils of why their work is good and how it might improve.*
- Links with the parents, the community and other local schools are very good.

School improvement is good. The key issues identified in the previous inspection in 2001 have been rectified well and the school has successfully continued to improve its provision. The overall quality of teaching has improved and this has had a positive effect on pupils' learning and their achievement and progress. The school has a very strong commitment to improvement and all adults working in the school are enthusiastic and forward thinking. As a result the school is well placed to improve even further.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	C	A	A
mathematics	A*	E	C	C
science	A	E	B	B

*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.*

The very small number of pupils currently in Years 2 and 6 means that it is not possible to judge standards overall but evidence supports the judgement that **pupils' achievement is good in English, mathematics and science.** This is a result of improved quality of teaching and learning. In the reception class, the children are on course to reach the goals children are expected to reach by the end of reception. In the National Curriculum tests in 2003 by the end of Year 6, pupils' performance was well above the national average in English and above the national average in science. In mathematics, pupils' performance matched the national average. In comparison with similar schools, performance was well above average in English, above average in science and matched the average in mathematics. In Year 2, pupils' performance matched the national average in reading and mathematics and was below the national average in writing. Great caution must be

attached to this comparative information of the school's test results because of the small numbers of pupils who sit the tests each year in the school.

Pupils are developing into thoughtful young people and their spiritual, moral, social and cultural development is very good. They have very positive attitudes to school, arriving at school punctually, enthusiastic and very eager to learn. Behaviour is very good in the classroom and at breaks and lunchtimes. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education throughout the school is good. The quality of teaching is good and as a result pupils learn well. A particular strength is teachers' planning that very effectively addresses the needs of all pupils no matter the age or ability. Consequently pupils are very well motivated, have very good work habits and competently work either together or independently.

Partnerships with parents are very good. They are very appreciative of the improvements they have seen in the school over the past two years. **The school provides very good care for the pupils.** It has very effective systems to check on the health, safety and well being of all pupils and the very good relationships between adults and pupils contribute very effectively to the caring ethos which is evident throughout the school.

LEADERSHIP AND MANAGEMENT

The headteacher's **very good leadership** has resulted in a team of people working very effectively together striving towards school improvement and trying their hardest to offer the best provision possible for the pupils of this school. Her very clear vision of what needs to be done very effectively supports ongoing development and the continual drive towards improving standards and the quality of education. **Management is very good** and the monitoring of teaching and learning is secure. The governors make a very good contribution to school improvement. Overall governance is very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents have very good views on the school and are very appreciative of what the school does for their children. The pupils greatly enjoy school and feel that they are valued and well supported.

IMPROVEMENTS NEEDED

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

- Raise standards in mathematics.
- Improve Year 3 pupils' writing and spelling skills.
- Ensuring that marking more consistently informs pupils of why their work is good and how it might improve.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The very small number of pupils that are currently in Years 2 and 6 means that it is not possible to judge standards overall in English, mathematics and science. Also it is not appropriate to make year-on-year comparisons. However, work seen in classrooms supports the judgement that **achievement is good**. In information and communication technology (ICT) throughout the school standards mainly match those expected for the pupils' age and their achievement is good. In art and design, design technology, religious education, geography, history, music and physical education there was insufficient evidence to make a judgement on standards or achievement.

Main strengths and weaknesses

- In 2003, Year 6 pupils' performance in the National Curriculum tests was very good in English and good in science.
- *Although the performance of Year 6 pupils in the mathematics tests in 2003 matched the national average, the school has identified mathematics as an area needing improvement.* More able Year 6 pupils performed well in the tests.
- *There are some weaknesses in Year 3 pupils' writing and spelling skills.*
- Pupils throughout the school have good speaking and listening skills.
- Improved ICT provision has resulted in better standards in ICT than at the last inspection.

Commentary

- 1 Children enter school with skills in communication, language and literacy, mathematical development and personal, social and emotional development mainly matching those expected for their age. However, this can vary considerably with such small cohorts of children. By the end of their reception year children mainly achieve the early learning goals in all six areas of learning. Their achievement is good because of good quality teaching they receive.
- 2 In the 2003 National Curriculum tests all Year 2 pupils reached at least the expected level for their age in reading, writing, mathematics and science. Approximately three fifths of pupils attained the higher level in mathematics. No pupils attained the higher levels in writing and the school has correctly identified some weaknesses in the writing and spelling skills of these pupils who are now currently in Year 3. Although the quality of teaching is now good in Years 1 and 2, unsatisfactory teaching in previous years has affected pupils' progress and achievement in writing and spelling. Pupils currently in Year 2 are making good progress and the good teaching in Years 1 and 2 results in their achieving well.
- 3 By Year 6, pupils continue to make good progress in English, mathematics and science and their achievement is good because of good quality teaching. The standards that the pupils attained in the English National Curriculum tests in 2003 were well above the national average and the number of pupils attaining the higher level was also slightly above the national average in both reading and writing. This shows that more able pupils are appropriately challenged and less able pupils make good progress through the good support of the teaching assistants. There is a similar picture in science with all pupils attaining at least the expected level for their age and a slightly above average percentage of pupils attaining the higher level. However, in mathematics, the performance of Year 6 pupils over the last two years has been below that of English and science and only two thirds of pupils have reached the levels expected for their age (Level 4+). More able pupils however, have been challenged well with approximately two fifths of pupils attaining the higher level. Although it is recognised that statistics can be skewed by small numbers of pupils, the school quite

rightly recognises weaknesses in the subject and has put into place good strategies to improve pupils' attainment. Improvements are already evident and pupils are now achieving much better in this subject.

- 4 Speaking and listening skills are good throughout the school. Pupils speak clearly and in well formed sentences. They answer and ask questions and explain and present their ideas confidently. Adults encourage dialogue and collaborative work as they interact well with the pupils. Pupils with special educational needs make good progress and achieve well because of the effective support they are given. They are fully included in all activities. Pupils who are identified as able and gifted are provided with good opportunities to develop their talents.
- 5 In information and communication technology (ICT) standards match those expected for their age throughout the school and achievement is satisfactory. The improvement in attainment since the previous inspection is a result of improved resources, staff training and the use of a specialist ICT teacher who works with pupils throughout the school.

Pupils' attitudes, values and other personal qualities

The school is very successful at developing **very good** attitudes and values in pupils from the time they start school in reception. Pupils' spiritual, moral, social and cultural development is also **very good** resulting in a very happy, respectful atmosphere. Attendance of the majority of pupils is **satisfactory**

Main strengths and weaknesses

- Pupils like their school and love its family atmosphere. Their behaviour is very good both in lessons and outside at play.
- Very good spiritual, moral, social and cultural development results in pupils having very good personal qualities.
- *Attendance statistics have declined since the previous year because a small minority of parents take their family holidays during term time.*

Commentary

- 6 This small school provides a happy, secure environment for pupils from the youngest ages. The majority of parents respond well to the school's good procedures by ensuring their children's good attendance and punctuality.

Attendance in the latest complete reporting year (%) 2002-2003

Authorised absence		Unauthorised absence	
School data:	6.9	School data:	0.0
National data:	5.4	National data:	0.5

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

- 7 However, attendance has fallen over the past year. Some of this is due to keeping pupils who have left the school on class registers until the school knows for certain that the pupils have actually left. But some is because families take their children on holiday during term time.
- 8 Pupils enjoy school and are proud of its history and of the newly refurbished environment. They speak enthusiastically about how the building is now a much better place to be. They are particularly proud of the library and the new upstairs room which is used for assemblies and indoor physical education activities. Pupils want to learn and show positive attitudes to work and play, and all pupils are included in the activities that the school offers. Behaviour is

very good and there have been no exclusions. Induction procedures into reception are very good. As a result these young children settle very quickly into school life and these young children flourish in a happy and productive atmosphere and have positive attitudes towards learning. Their personal, social and emotional development is very good. They enjoy working together or working with the Years 1 and 2 pupils who are in their class.

- 9 Responsibilities increase as pupils get older and all pupils are willing to take responsibility within the school. Although the present school council is newly formed, pupils feel that at the present time their views and opinions are considered carefully by the adults in the school. Pupils respond well to the Christian values embedded in the school's ethos and have a very good sense of right and wrong. They know first hand of the responsibilities of living and working in a small community and comment upon how everyone has to consider each other. Although pupils are interested in other countries, and fundraise for Christian Aid, their awareness of the cultures living in Britain today is not extensive. The school has begun to improve this by visits to and from the Sikh community in a nearby city.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education throughout the school is **good**. The quality of teaching is **good** and as a result pupils learn well. The quality of the curriculum is **good**. Care, guidance and support are **very good** and the partnerships with parents, other schools and the community are **very good**.

Teaching and learning

Teaching and learning are good.

Main strengths and weaknesses

- The teachers very carefully plan lessons that are appropriate for the ability of the pupils. More able pupils are well challenged.
- Teaching assistants are used effectively to support all pupils and particularly those with special educational needs.
- Pupils want to learn because teachers motivate them very well by making lessons interesting.
- *Although teachers' written marking does not identify clearly enough how pupils might improve their work the teachers do share learning targets with pupils to show them how they can improve.*

Commentary

- 10 As can be seen in the table below there were no unsatisfactory lessons and all of the lessons were good.

Summary of teaching observed during the inspection in 10 lessons

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

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons

- 11 English and mathematics are taught well. Teachers have a good knowledge of the National Literacy and Numeracy Strategies and use them well to plan suitably challenging work for all pupils. The subject knowledge of the teacher of the children in the Foundation Stage is also secure showing a good understanding of how these young children learn. Throughout the

school interesting activities are planned which take full account of the range of abilities within the class. More able pupils are well challenged in English and science. Teaching assistants are used well to support all pupils particularly those with special educational needs.

- 12 Teachers effectively share the learning intentions of the lesson with the pupils and usually these are clearly displayed as a reminder to pupils. This ensures that pupils know and understand what is expected of them and are immediately interested and eager to learn. Pupils learn well because teachers have good expectations and their use of time is very good. A good range of interesting and practical activities are planned that encourage pupils to work hard and do their best. This was well illustrated in a good communication language and literacy lesson for the Foundation Stage children. The teacher's very infectious enthusiasm and the very good relationship between the teacher and the children resulted in the good learning of letter sounds and them trying very hard to form letters for themselves. In a good science lesson, Years 3 to 6 pupils collaborated very well during their practical investigational work on electricity. Teachers use a range of strategies including ICT, well to promote learning.
- 13 However, although the staff mark books conscientiously, marking does not always inform pupils about the aspects of their work that are good and show them how they can improve. Homework is set regularly and used effectively to extend what is learned in school. There was insufficient evidence to make an overall judgement on teaching and learning in science, religious education, ICT, art and design, design technology, geography, history, music and physical education.

The curriculum

Curricular provision is **good**. It meets all statutory requirements and the needs of all pupils well. The breadth of curricular opportunities is **good**, with a good range of varied activities to provide further enrichment. Accommodation and resources are **satisfactory** overall.

Main strengths and weaknesses

- This is a very inclusive school with good provision for pupils with special educational needs.
- Curriculum development is good with effective links made between subjects to enhance pupils' learning.
- Opportunities for pupils' personal, social and health education are good with good support for learning outside of the school day.
- *The facilities for physical education activities inside the school are limited.*
- *Although the reception teacher tries hard to use every opportunity to promote outside play for reception age children, the accommodation does not easily allow this to happen.*

Commentary

- 14 The breadth of curricular opportunities is good, with good programmes of work in place to ensure that learning is continuous throughout the school. The school has successfully adapted national guidelines to meet the specific needs of this small school, creating good links between subjects such as science, art and design, geography and religious education. Good emphasis is placed on promoting pupils' literacy, numeracy and ICT skills. The teachers' planning effectively takes into account the different ages and ability groups of the pupils within the two classes. The Foundation Stage curriculum is good and there is an appropriate balance between activities led by the teacher and those that the children choose for themselves.
- 15 The inclusive nature of the school is very good with all pupils having equal access to the curriculum. The provision for pupils with special educational needs is good and this is reflected in the school being awarded the local education authority's special educational

needs quality mark. The pupils' individual education plans have clear targets for English and mathematics and teachers incorporate these well into their lesson plans. Pupils identified by the school as being able, gifted or talented are provided with appropriately challenging work to meet their needs.

- 16 The provision for pupils' personal, social and health education is good, with many opportunities provided both in and outside the school day to develop this area of learning. For example, the weekly after school clubs, which are well attended by pupils of all ages, inter-school sporting activities and opportunities for pupils to play musical instruments and to participate in performances both in and away from school. Visits out of school and visitors to the school enrich further the curriculum and make a positive contribution to pupils' personal development and their overall progress and achievement.
- 17 The match of teachers and support staff to the curriculum is good and best use is made of their experience and expertise. The support staff are well qualified, and make a positive contribution to pupils' learning. Overall the accommodation is satisfactory, although the recently refurbished school building is a vast improvement since that judged in the previous inspection. The newly renovated school is an exciting place to be, providing an interesting and welcoming learning environment which is suitably enhanced by a range of attractive displays of pupils' work. The well stocked library is used efficiently as a teaching and learning resource and there are suitable facilities to meet the needs of the disabled. The library is much improved since the previous inspection. The accommodation, both inside and outside, is unsatisfactory for the development of physical education skills. The upstairs area although adequate for the younger pupils is too small for Years 3 to 6 pupils to have indoor physical education lessons together and pupils have their lessons in two groups. Outdoor play opportunities for children in the Foundation Stage are restricted also by the accommodation. However, the teacher does her best to ensure that these young children are given opportunities daily, for outside activities.

Care, guidance and support

Provision for the care, guidance and support of all pupils is **very good**.

Main strengths and weaknesses

- There are very good procedures in place to check upon pupils' welfare, health and safety.
- Induction arrangements of children in the Foundation Stage are very good.
- Good support, advice and guidance are available to all pupils through effective assessment and monitoring of their achievement.
- Pupils are valued and respected; their opinions are listened to and acted upon.

Commentary

- 18 The school takes very good care of its pupils. It has very effective systems to check on the health, safety and well being of all pupils with appropriate policies in place. Initiatives, such as the 'Healthy Schools' Scheme' and 'Crucial Crew', very effectively promote pupils' understanding of healthy living and personal safety. The very good relationships between adults and pupils and amongst pupils themselves contribute very effectively to the caring ethos which is evident throughout the school. All staff know the pupils very well as individuals and support them very effectively as they move through the school. As a result, pupils feel secure and confident and show very positive attitudes towards their teachers and their learning.
- 19 The school regularly seeks pupils' opinions and involves them very well in its work and development, for example, by making suggestions to improve school routines and facilities and by helping to devise school and class codes. Pupils have been made to feel very much a part of the recent refurbishment of the school building, of which they are justly proud, and are

very much involved in all that the school has to offer. Pupils are also regularly involved with their teachers in setting and reviewing their learning targets.

- 20 Pupils have good access to well informed support, advice and guidance. The progress of pupils with special educational needs is recorded well. The targets in their individual education plans are reviewed regularly and effective action is taken to help these pupils to make as much progress as possible. The school has very good systems in place to help pupils new to the school to settle in quickly. For reception children, the systems include pre-school visits, parents' meetings, home visits if parents wish and individual children's profiles. Information from these activities is incorporated well into the teacher's records and used effectively in planning the next steps in children's learning. The information gained from assessments made is used effectively to set individual targets for all pupils in English and mathematics and to track their achievement as they move through the school. Year 6 pupils feel confident and well prepared for their transfer to the secondary school.

Partnership with parents, other schools and the community

The school's work with parents is **very good**. The links with the local community including other local schools are **very good**. This contributes very well to the pupils' standards of attainment and the strong ethos of everyone working together.

Main strengths and weaknesses

- The school very successfully involves parents in the work of the school. It has very good procedures in place to deal with any concerns or suggestions.
- Parents contribute very well to their children's learning at home.
- Links with other local schools are very good.

Commentary

- 21 The school has a very good partnership with parents, who are appreciative of the improvement they have seen in the school in the past few years. They feel that the school has improved in all aspects. They particularly approve of the Christian ethos, of the fact that they are regularly consulted and that their children are happy and make progress. Parents also comment upon how well children in the reception class settle into school very quickly and soon become integrated into the class of Years 1 and 2 pupils that they join. Parents of pupils with special educational needs are pleased with the increased attention their children have been receiving over the last year and say that they can see great improvements. The majority of parents help regularly with their child's homework, which is now, parents say, more regular. The school also explains how parents may help their children more effectively with their work, something which parents greatly appreciate. This very good partnership has resulted in parents willingly raising funds for the school which then can be used to purchase extra resources. For example, the new adventure playground equipment was funded by them.
- 22 Links to the local secondary school are very good and productive use is made of clusters of small schools to pool experiences and resources, and there is a link to another even smaller Methodist school some distance away. However as yet there are no links to schools with a more culturally diverse population. Links with the local community are very good and villagers enthusiastically greet the pupils as they walk to the dining hall, some distance away. Members of the community very willingly give of their time to support the school's activities.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **very good**. The leadership skills of the headteacher are very good and management systems are securely in place. The governance of the school is **very good**.

Main strengths and weaknesses

- The headteacher has very good vision and a clear sense of purpose for the work of the school.
- All staff inspired by the headteacher very ably support school development.
- Comprehensive assessment and monitoring and evaluation systems provide a clear insight into pupils' progress and achievement.
- The very good governing body is very clear about its roles and responsibilities and challenges and supports the leadership of the school very well.
- Financial management is secure.

Commentary

23 The headteacher is a very good leader and her very clear vision is shared by all staff and governors. There is a very strong commitment towards school improvement and providing good quality education for the pupils of the school. Inclusion issues are high on the agenda as the staff successfully cultivate and maximize the personal development of every pupil within a very caring community with emphasis placed upon the importance of respect for each individual. The school development plan is very good and provides a useful tool for school improvement

24 The school is well organised and financial management is good. Spending decisions are monitored carefully in terms of best value. For example, governors considered that the appointment of an extra teacher in the Years 3 to 6 class is good value for money in order to improve mathematical attainment.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	157894	Balance from previous year	4060
Total expenditure	158775	Balance carried forward to the next	3179
Expenditure per pupil	4536		

25 The governing body is very effective in the way it discharges its duties. They are very committed to supporting the work of the school and its staff. They have a very good level of understanding about the school's strengths and areas for development drawn from their monitoring of school systems and practices. Governors with a responsibility, for example, special educational needs are playing an increasingly important role in monitoring the school's work. The governing body effectively ensures that it fulfils its statutory duties. There is a strong relationship between the headteacher and the governors. Governors set rigorous targets for her, and appraise her performance well. They appreciate her work to date whilst providing a very good level of challenge by asking why things are as they are. Governors comment that previously being judged to be a school with serious weaknesses has made them realise the importance of their role and responsibilities. The governing body has placed very good emphasis on addressing the key issues identified in the previous inspection.

26 All staff work closely with the headteacher in developing the school. They meet regularly and work very well together as a team. Subject leadership is good in English, mathematics,

science and ICT. The monitoring and evaluation of teaching and learning is very good and the headteacher provides very good support for curriculum development and good teaching and learning. Good action plans shows that co-ordinators have a clear understanding of the strengths and areas for development in their subjects. Performance data is analysed thoroughly and this information is used well to inform teachers' future planning, set targets for pupils' learning and track their progress as they move through the school.

SUBJECTS IN KEY STAGES ONE AND TWO

AREAS OF LEARNING IN THE FOUNDATION STAGE

- 27 The provision in the Foundation Stage (reception) class is good overall. Children are offered a broad balanced curriculum and medium-term planning documentation shows that the curriculum is securely based on the Foundation Stage curriculum and the early learning goals recommended for children of this age. Resources are good and the indoor learning environment is organized well to promote choice and independent learning. The school is trying hard to improve the outdoor learning opportunities offered to children and there are good plans in place to improve outside facilities. Meanwhile the teacher ensures that children have appropriate opportunities to work out of doors daily.
- 28 Children enter school with skills in communication, language and literacy, mathematical development and personal, social and emotional development mainly matching those expected for their age. However, it must be recognized that with such small cohorts of pupils this can vary immensely year-upon-year. By the end of their reception year children, including those with special educational needs achieve the early learning goals in all six areas of learning. Their achievement is good because of the good teaching they receive. Teaching and learning has much improved since the previous inspection. The newly appointed teacher has a good understanding of how these young children learn and provides a range of interesting and exciting activities which motivates the children well. Assessment information is used satisfactorily to plan future learning experiences.
- 29 Leadership and management are good. The Foundation Stage co-ordinator has a clear understanding of strengths and areas for development. Improvement since the previous inspection is good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching and learning are good.
- Children are confident, happy and work very well together.
- The children's attitudes and behaviour are very good.

Commentary

- 30 The provision for children's personal, social and emotional development permeates all areas of learning for the reception age children and teaching and learning are good. As a result all children achieve well and are on course to attain at least the early learning goals at the end of their reception year. They settle quickly into school life because of the happy and secure environment created for them. The good balance between activities led by the teacher and those that the children choose themselves and the effective organisation of the classroom and of resources help develop children's confidence and independence. They listen attentively and follow instructions carefully. When asked to do so they select activities, remain on task for some time and concentrate well on what they are doing even when the teacher is working with other groups of pupils. The children work and play amicably together, share resources and co-operate with adults and with each other. In out door play activities children are given good opportunities to work together and make decisions as they plant seeds and share resources. The children demonstrate good personal skills as they find, put on and remove coats and aprons and get changed quickly for physical education lessons, undressing and dressing themselves again with minimal adult help. Relationships are very good. The teacher knows all the children very well, is sensitive to their individual needs and

gives good levels of support. This has a very positive impact on children's personal development.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well in this area of learning because of good quality teaching.
- Children enjoy listening to stories and answer questions enthusiastically.

Commentary

31 Children make good progress in this area of learning and the majority are on course to meet the early learning goals by the end of their reception year. Achievement is good. This is due to good teaching and learning. The teacher effectively uses a wide range of interesting and stimulating activities that are well matched to children's individual needs. Speaking and listening skills are developing well through good opportunities to talk about their work and personal experiences and through role play and creative activities, for example. However, more structured adult intervention in some of these activities would further enhance children's imaginative and language development. All children enjoy listening to stories and through careful adult questioning the majority are able to respond to them well, talking enthusiastically about what they have heard. They handle books with care and respect, hold them the right way, understand that words and pictures carry meaning and are aware that print is read from left to right. The majority of the children are beginning to associate sounds with letters and are trying hard to write letters correctly. The majority of children recognise their own names. Children who find learning more difficult receive good support from the teacher which enables them to participate effectively in all activities and make good progress. Children's communication, language and literacy skills are very effectively reinforced in all other areas of learning and make a very positive impact on the children's overall progress.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well in this area of learning because of good teaching and learning.
- Children enjoy mathematical activities and answer questions enthusiastically.

Commentary

32 Achievement is again good in this area of learning and almost all children are well on the way to reaching the early learning goals by the end of the reception year. Teaching and learning are good resulting in children who enjoy their learning. Well-planned activities such as the counting and sorting of objects and sequencing of arranging patterns together with practical activities for measuring and shape work, all contribute effectively to the children's mathematical progress. When counting, the majority of children show a good understanding of numbers up to 8 which they practise through number rhymes. Most children recognise and make repeated patterns satisfactorily. They know the names of common regular shapes, for example, square, circle and triangle and can represent and interpret information on simple charts. When measuring and working with construction kits and in sand and water areas, mathematical language is developed further as the children are encouraged to use such terms as "over", "under", "full", "empty", "longer", "shorter".

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children have good opportunities to develop manipulative skills.
- *Although opportunities for outside play activities are restricted by the accommodation the teacher ensures that every day children have appropriate opportunities to work out of doors.*

Commentary

- 33 The children make satisfactory progress in this area of learning and most will meet the early learning goals by the end of the reception year. Good teaching ensures that the children have good opportunities to develop their manipulative skills by using scissors, holding pencils and brushes, threading, rolling, completing jigsaws and using small construction apparatus. They successfully build and construct models and use appropriate tools and methods when assembling and joining materials. As at the last inspection, opportunities for outdoor play activities are limited on a daily basis. However, the area is used effectively to allow the children freedom of movement, to enhance their experiences across all areas of learning as well as to provide access to wheeled toys and small games equipment
- 34 There was insufficient evidence to make a judgment on attainment, achievement, teaching and learning in knowledge and understanding of the world and creative development.

SUBJECTS IN KEY STAGES ONE AND TWO

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The performance of Year 6 pupils in the National Curriculum tests in 2003 was very good.
- The quality of teaching and learning throughout the school is now good. *However, unsatisfactory teaching in previous years means that the Year 3 pupils have some weaknesses in their writing and spelling skills.*
- Teachers plan well to cover the different year groups and abilities within the class and teaching assistants are deployed well in the Years 3 to 6 class.
- Speaking and listening skills are good.
- The leadership and management of the subject co-ordinator are good.
- Good analysis of pupil data is enabling staff to set pupils focused targets to improve the quality of their work.
- *Written marking does not consistently inform pupils of why their work is good and what they should do to improve.*

Commentary

- 35 The standards that the pupils attained in the National Curriculum tests in 2003 were well above the national average and the number of pupils attaining the higher level was also slightly above the national average. More able pupils are challenged well and less able pupils make good progress through the good support of the teaching assistants. In Year 2, although the majority of pupils attained the expected level for their age in reading in the 2003 National Curriculum tests, two thirds of the pupils attained levels below that expected for their age in writing. The school is aware that results in writing were not good enough and have put into place a good improvement plan to address the weaknesses in spelling and writing of these Year 3 pupils.
- 36 The very small number of pupils currently in Years 2 and 6 means that it is not possible to judge standards overall but it is evident that pupils' achievement is good in speaking and listening, reading and writing. The improvement in Year 2 is because of the improved quality of teaching and learning in this class of pupils. Teaching and learning throughout the school are now good. Teachers' planning is a particular strength as teachers carefully plan for the range of abilities within their class and ask questions that are specifically targeted to pupils' individual needs. Teachers have a secure understanding of the requirements of the National Literacy Strategy. Speaking and listening skills are good and pupils willingly and enthusiastically explain their ideas. The two teaching assistants working with the Years 3 to 6 pupils are deployed effectively and have a positive impact on the pupils' learning. They support pupils with special educational needs well and ensure that these pupils are included well in all class activities. Although teachers mark work conscientiously, written comments occasionally lack focus and do not consistently help pupils to improve the standard of their work. Pupils enjoy their literacy work because time in lessons is used very well as teachers ensure there is a good balance between pupils listening to the teacher and their working together or alone on their independent activities.
- 37 Leadership and management are good. A good action plan is in place that clearly identifies the strengths and areas for development in the subject. Data analysis is very good and the information is used very well to inform teachers' future planning, set pupils' targets for learning and track pupils' progress as they move through the school. Resources overall are very good and information and communication technology is used to effectively to support pupils' learning. There has been good improvement since the previous inspection.

Language and literacy across the curriculum

- 38 Pupils throughout the school are encouraged effectively to use their developing language and literacy skills in all subjects of the National Curriculum. For example, following their visit to the National Railway Museum, Years 1 and 2 pupils were encouraged to write a report about their visit. In geography, older pupils have written letters and newspaper articles about how to improve facilities in Melsonby. Their visit to the Gudwara inspired report writing and the writing of an interview schedule.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- *The performance of Year 6 pupils in the National Curriculum tests has improved since 2002 when performance was well below the national average. Performance in 2003 matched the national average.*
- Teaching and learning are now consistently good throughout the school and teaching assistants are deployed well.
- Teachers' planning is well matched to the different abilities of all pupils.
- Pupils' very good attitudes to their work enable them to learn well.
- A good range of activities motivates pupils well.
- The leadership and management skills of the subject co-ordinator are good.
- *Teachers' written marking is not used well enough to move on pupils' learning on.*

Commentary

- 39 The performance of Year 6 pupils in the National Curriculum tests in 2002 was well below the national average and the average for similar schools. In 2003 performance improved and matched the national average and the average for similar schools. However, great care should be taken when interpreting national statistics because of the small cohort size. The school has quite rightly acknowledged weaknesses in the subject resulting in a variety of useful strategies being put into place to address them. These include the appointment of an extra teacher to work in the Years 3 to 6 class and a rigorous analysis of test results to target areas of work needing a specific teaching focus. As a result, improvements are already evident.
- 40 In 2002, the standards attained by pupils in Year 2 were well below those expected nationally, but in the 2003 tests standards matched at least those expected for their age. This good improvement is a direct result of good teaching and effective planning by the recently appointed teacher. The very small number of pupils currently in Years 2 and 6 means that it is not possible to judge standards overall but evidence supports the judgement that pupils' achievement is good.
- 41 The quality of teaching is consistently good. Teachers use their secure subject knowledge of the National Numeracy Strategy very effectively to plan a wide range of activities that meet the needs of all pupils. As a result of the clear learning intentions and teachers' precise explanations pupils are secure about what they are expected to learn. Pupils are well motivated by the appropriately challenging practical activities, although opportunities are sometimes missed for pupils to learn from each other's misconceptions as was seen in the Years 3 to 6 class when incorrect answers were not used effectively to develop pupils' thinking. Time is used very well, resulting in very good pace and productivity in learning. Lower attaining pupils and those pupils with special educational needs achieve well because of the good support given by teaching assistants. The well established class routines and teachers' high expectations are reflected in the pupils' very good attitudes and behaviour,

enabling successful learning to take place. Pupils show very good levels of interest and concentration, working very well both independently and with others. Homework is used well to reinforce and extend pupils' learning.

- 42 Leadership and management are good. The subject co-ordinator's good action plan shows that she has a clear understanding of the strengths and areas for development in the subject. Together with the head teacher she analyses all test and assessment results thoroughly. This information is used well to inform teachers' future planning, set pupils' targets for learning and track pupils' progress as they move through the school. However, teachers' written marking gives pupils little information as to how well they have achieved, or what they might do to improve their work. Resources overall are good and ICT is used well to support pupils' learning in mathematics. For example, younger pupils explore number patterns, whilst older pupils input data to produce graphs. There has been good improvement since the previous inspection.

Mathematics across the curriculum

- 43 Pupils use their mathematical skills well in other subjects as, for example, they construct time lines in history and use co-ordinates in geography. Pupils also have the opportunity to use their skills of measurement in subjects such as art and design and design technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The performance of Year 6 pupils in the National Curriculum tests in 2003 was good.
- Pupils have very good attitudes towards their work and their behaviour is very good.
- Resources including information and communication technology are used well to promote learning.
- The good subject co-ordinator provides clear educational direction.
- *Written marking does not clearly identify the good aspects of pupils' work and how they could improve.*

Commentary

- 44 Only one lesson was seen and therefore there is insufficient evidence to make an overall judgement on the quality of teaching and learning. The very small number of pupils currently in Years 2 and 6 means that it is not possible to judge standards overall but evidence supports the judgement that pupils' achievement is good. However in 2003 all Year 6 pupils attained at least the level expected for their age and the percentage of pupils attaining above the expected level was slightly above the national average.
- 45 A good programme of work is in place to ensure that learning is continuous as pupils move through the school. In the one lesson seen the good teaching in the Years 3 to 6 class enabled them to make good gains in their learning. It included well prepared practical activities and a good range of teaching techniques which engaged the pupils' interest and curiosity well, enabling them to make good gains in their learning. The very good relationships and teachers high expectations were reflected throughout in the pupils' very good attitudes to their work and their behaviour. Pupils showed good levels of concentration, worked well independently and collaboratively, sharing resources sensibly during the investigative work. Older pupils took responsibility for their own learning as they planned and recorded an investigation to change the brightness of a light bulb. Adult helpers supported pupils well during group work, making a positive contribution to their learning. Pupils throughout the school commented how they enjoyed practical science activities.

46 Leadership and management are good. The subject co-ordinator has a good understanding of the strengths and the areas for development. Her clear action plan rightly focuses on further developing scientific enquiry skills and raising standards and achievement for all pupils. Assessment and recording procedures are good and information from them is used well to plan the next steps in pupils' learning. However, written marking gives little information about how well pupils have achieved or what they need to do to improve their work. Science is linked well to other subjects such as literacy, numeracy and geography. Information and communication technology is used appropriately to research and record scientific information. Resources are good and used well to enhance pupils' learning. Improvement since the last inspection is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

47 In information and communication technology (ICT), work was sampled as no lessons were seen and therefore it is not possible to form an overall judgement about provision in this subject. However, scrutiny of pupils' work and observations of pupils' working at computers indicate that standards throughout the school mainly match those expected for the pupils' age and their achievement is satisfactory.

48 Since the previous inspection good improvements have been made in ICT provision. More computers are now available and staff have received training about how to make good use of the new technology. Resources are good and the use of a specialist ICT teacher twice a month is helping to raise standards in this subject. There was insufficient evidence to make a judgement on teaching as no lessons of ICT were seen during the inspection. Pupils greatly enjoy ICT and when given the opportunity work well together sharing their ideas and resources willingly.

49 Good leadership and effective management ensure that ICT is well co-ordinated. The good action plan identifies the need to continue to raise standards by further improving resources and providing opportunities for pupils' to be taught discrete ICT skills. They can use such skills to support their work in other National Curriculum subjects. Assessment and record keeping systems are good. Older pupils are encouraged to audit their own skills in ICT identifying their strengths and areas for development. This is good for pupils' personal development.

Information and communication technology across the curriculum

50 Pupils use ICT as a tool to support learning in other subjects effectively. For example, in English, pupils develop word processing skills through writing letters and interview schedules. Younger pupils use drawing programmes to express their ideas. In mathematics and science, databases are used to record information. CD ROMs are used to extract information in history and geography and because of improved Internet facilities pupils are exploring sites to find out more about Ancient Greek civilisations. Many learning activities such as the visit to Whitby are recorded using a digital camera.

HUMANITIES

51 In humanities, work was sampled in geography, history and religious education as only one lesson was seen in history and one in religious education. It is therefore not possible to form an overall judgement about provision in these subjects. Neither is it possible to make a judgement on standards or achievement.

52 In history and geography it is obvious that learning is effectively enhanced by visits out of school and pupils speak enthusiastically about their experiences. For example, a visit to Robin Hoods Bay enabled pupils to compare their own rural locality with that of a seaside locality. Information and communication technology is used well in history to promote

learning as for example, CD ROMs are used well to support pupils' developing historical enquiry skills.

- 53 Teachers' planning in all three subjects indicates that appropriate range of topics are covered to ensure that learning is continuous throughout the school. Pupils enjoy these subjects and in a good Years 1 and 2 religious education lesson, the teacher's lively delivery and well-planned role play activity had the pupils spell bound as they learned about a Christian baptism. Pupils expressed their thoughts well, during the effective question and answer session, showing a secure understanding of the significance of the ceremony. Religious education makes a positive contribution to pupils' spiritual, moral, social and cultural development.
- 54 Leadership and management of geography, history and religious education are satisfactory with the subject co-ordinators satisfactorily knowing the strengths and areas for development in their subjects and having action plans that will support school improvement. However, monitoring of pupils' work has not identified weaknesses in marking where although work is marked conscientiously, it does not consistently help pupils to identify good features of their work and how they might improve.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

- 55 There were no lessons seen in each of the following subjects: art and design, design and technology, music and physical education. It is therefore not possible to make a secure judgement about provision.
- 56 The development of pupils' physical education skills, particularly in games, gymnastics and dance, is significantly affected by the constraints of both indoor and outdoor accommodation. A newly refurbished room is too small to accommodate all the Years 3-6 pupils and large gymnastic equipment is limited. The sloping outside play surfaces makes the development of balls skills very difficult. However, good use is made of the school's adventure play area and of a local playing field when weather permits.
- 57 Appropriate opportunities are provided for pupils to take part in after school sports clubs and play in inter-school competitions. The skills of all pupils are enhanced well by visiting physical education coaches. The outdoor residential activity holiday for older pupils further develops their physical skills, for example, in canoeing and climbing, while providing them with social and team building opportunities. Improvement since the last inspection has been a more appropriate allocation of time for swimming activities. Leadership and management physical education are satisfactory as the subject co-ordinator tries hard to improve provision as much as she is able. There was insufficient evidence to make an overall judgement on leadership and management in art and design, design technology and music.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

- 58 No lessons were seen in this area of the school's work and so no judgements are made about overall provision. However, the school carefully plans for this and works hard successfully to promote the personal development of its pupils and encourages them to make an active contribution to the life of the school. Systems such as the school council, and the house system are effective strategies used to encourage pupils to consider the needs of others. Health education is covered well and includes issues such as healthy life styles, sex, drugs and personal safety.

PART D: MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	0
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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

