

# INSPECTION REPORT

**Moorside Junior School**

Ripon, North Yorkshire

LEA area: North Yorkshire

Unique reference number: 121427

Headteacher: Mr J Stirling

Lead inspector: Mr Clive Davies

Dates of inspection: 13-15<sup>th</sup> October 2003

Inspection number: 256955

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
Number on roll:	142
School address:	Lead Lane Ripon
Postcode:	HG4 1SU
Telephone number:	01765 604389
Fax number:	01765 604389
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S Fletcher
Date of previous inspection:	May 1998

## **CHARACTERISTICS OF THE SCHOOL**

Moorside is a small junior school educating 144 pupils aged 7 to 11. There are four large classes with additional teaching staff being used to group pupils in smaller classes at various times during the day. Nearly all are from British white families and all pupils' home language is English. The school serves a mixed community made up of local authority housing and privately owned homes. The number entitled to school meals free of charge (13 per cent) is broadly in line with the national average. The vast majority of pupils start at the school in Year 3 and leave after they have completed Year 6. Relatively few start or leave the school at other points. The percentage of pupils with special educational needs is just below the national average with one pupil having a statement for special needs. The school has taken the step to provide specialist teaching in art and design, design and technology, ICT and music. When they first start school pupils have good literacy and numeracy skills, which is confirmed by the National Curriculum test results of the Infant school that most of the pupils come from. However, in other areas pupils' attainment is as expected for their age.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3639	Clive Davies	Lead inspector	English, Information and Communication Technology, Art and Design, Design and Technology and Physical Education
9649	Jean Smith	Lay inspector	
18842	Gil Peet	Team inspector	Mathematics
32436	Margaret Beesley	Team inspector	Geography, History,
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## PART A: SUMMARY OF THE REPORT

This is a **good school with many very good features**. The headteacher and governors have worked extremely hard to improve the school's reputation. Standards are rapidly improving with more able pupils in particular achieving very well. The teaching gives very good attention to the needs of pupils of different ability. The school gives good value for money.

The school's main strengths and weaknesses are:

- The headteacher is a strong leader who ensures that all staff are committed to raising pupils' achievement.
- The governors know this school very well and make a very effective contribution to shaping and supporting the leadership and management.
- More able pupils are extremely well challenged in lessons and achieve very well as a result.
- There are occasions when there are missed opportunities for pupils to take on additional responsibilities and to make decisions for themselves.
- Specialist teaching in art, design and technology, ICT and music is contributing very positively to the standards of achievement in those subjects.
- Parents are very happy and are thrilled that their children attend this school.
- Pupils are polite, friendly, well-mannered and their behaviour and attitudes in lessons are very good.

The school was last inspected in May 1998 and it has made good progress since that time. The school had just turned the corner at the time of the last inspection and had managed to successfully rid itself of a negative reputation in the community. It has continued to improve and standards have risen, particularly the achievement of more able pupils. Governors and the staff have dealt very effectively with each of the main issues raised during the previous inspection and many of these areas are now strengths of the school.

### 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	B	A
mathematics	D	C	B	A
science	C	D	C	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.*

**Pupils throughout the school achieve well especially the more able.** The national test results show that an increasing number of pupils are attaining at the higher level (Level 5) in English and mathematics. Pupils are being challenged to think more deeply because of the way teachers question them and the way work is organised to take account of their capabilities. When pupils start school in Year 3 they have already well established literacy and numeracy skills. The school successfully builds on this position with pupils improving their expression when reading and being able to carry out meaningful research. Their writing is very descriptive and they use a wide range of vocabulary when considering the settings or characters in their stories. Pupils show confidence when dealing with numerical problems because they learn to respond quickly to mental and oral work. There has been much improvement in pupils' ICT capability with most now attaining at the level expected for their age. Standards are good in art, design and technology, geography, history and music.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are good.** Pupils' behaviour, which has been a serious concern in the past, is now very good. They

have very positive attitudes in lessons and this is helping them to learn effectively. They are confident individuals who are proud of their school. However, more could be done to enable them to take on additional responsibilities and to be engaged in discussions, which ask them to consider personal and cultural issues.

## **QUALITY OF EDUCATION**

**The quality of education provided is very good. The teaching is very good.** Teachers and teaching assistants work very effectively as a partnership and help to ensure that the needs of all pupils, irrespective of capability are well addressed. The challenge provided in most lessons makes pupils think deeply before giving an answer. The school has successfully used the expertise of staff in several subjects to provide pupils with specialist teaching in areas such as art, music and ICT. This is helping pupils to achieve to their potential and consequently is raising standards. Where it is practical, teachers set up simulated activities for the pupils so that they can learn from directly experiencing being, for example, a Tudor explorer. In these situations the pupils' learning is helped by the way staff plan and use equipment. Teachers make it clear to pupils what it is they are expected to learn in each lesson and this, together with the learning targets used for different pupils, help individuals know how well they are doing. However, pupils have limited involvement in the development of their records of achievement.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are very good.** The headteacher and deputy headteacher form a very effective team especially when it comes to giving the staff guidance. The Governing Body also provides very effective support and is exceptionally supportive and challenging. The leadership of the headteacher is focused on maintaining high standards of behaviour and on ensuring that all pupils have every opportunity to do well. There is a very positive climate in the school with all staff feeling valued and relationships at all levels are very good. The impact of this very good leadership is already being reflected in the improved National Curriculum test results and in the achievement of more able pupils.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have an exceptionally positive view of the school. They appreciate how much has been done to move the school on over the past few years and are now excited by the opportunities being provided for their children. Pupils also appreciate being at the school and feel very safe and secure as well as knowing that they are expected to work hard.

## **IMPROVEMENTS NEEDED**

In order to keep up the good momentum of improvement that has occurred in the past few years the school now needs to consider:

- How pupils can be more involved in decision-making both in lessons and in aspects related to school life in general.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

**By the end of Year 6 pupils attain standards that are well above the levels expected for English and mathematics and above expectations in art and design, design and technology geography, history, science and music. More able pupils in particular achieve very well because of the challenge that is provided for them. Pupils with learning difficulties achieve well with many attaining the levels expected for their age in the National Curriculum tests for English, mathematics and science.**

#### **Main strengths and weaknesses**

- Different groups of pupils throughout the school achieve well or very well.
- There has been steady improvement in the numbers of pupils attaining the higher levels (Level 5) in National Curriculum tests.
- More able pupils achieve very well because of the way they are challenged.
- Pupils' descriptive writing is exciting and they have the ability to bring their stories to life.
- Pupils read widely and use their reading when researching information for a range of subjects.
- The speed of pupils' mental and oral response in mathematics is very good.
- There is effective use of literacy and numeracy in many other subjects across the curriculum.
- Standards are good for art and design, design and technology, history, geography and music.

#### **Commentary**

- 1 Standards are steadily improving as is seen in the National Curriculum test results in 2003 and in the work being produced by the present Year 6. Very good challenge for the more able pupils and good levels of support for pupils with learning difficulties, including those with special educational needs, is a significant feature of this improving position. In the past few years the numbers of pupils attaining the higher level (Level 5) in nationals tests has doubled.

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

Standards in:	School results	National results
English	28.1 (26.6)	27.0 (27.0)
mathematics	28.2 (27.2)	27.0 (26.7)
science	28.8 (27.5)	28.8 (28.3)

*There were 34 pupils in the year group. Figures in brackets are for the previous year*

- 2 When taking account of the attainment of pupils when they start school in Year 3 there is good progress being made in English, mathematics and science. The vast majority of pupils in Years 3 to 6 achieve well, and build on the good literacy and numeracy skills they have acquired in the infant school. There has been good improvement since the previous inspection, mainly because the present headteacher has had longer to bring about changes to pupils' attitudes to their work. This is now being reflected in test results and in the quality of work being produced in each class.
- 3 More able pupils are being challenged effectively and produce work of high quality. This is helping them to achieve very well. The growing numbers of pupils doing well in the National Curriculum tests reflects this good achievement amongst brighter pupils. Teachers' effective questioning and well organised planning, moving more able pupils on to more demanding



tasks as quickly as possible, is a key feature of the challenge being presented. In foundation subjects like history, there is a great expectation that more able pupils carry out independent research and this is adding to the demands made on them. There is effective use of pupils' literacy skills across the curriculum, especially in science, history and geography.

- 4 From Year 4 onwards pupils make good use of descriptive language in their written work. They set scenes well and use a full vocabulary. They are secure in their use of punctuation and their spelling is generally good for their age. By the time they have moved onto Year 6 this has improved considerably, indicating good achievement over time. Year 6 pupils are able to write long stories using lengthy chapters to build up the tension in their stories. There is again very effective use of descriptive language with careful thought given to the use of adjectives, such as '*darted*', and powerful verbs, such as '*scrounged*'. They have the ability to draw in the reader, describing the state of hopelessness, the rapture of excitement or surprise, masterfully. The range of vocabulary used by Year 6 pupils is impressive with words like, '*plummeted*', '*peered*' and '*oblivion*' scattered throughout each piece of writing. As a result of their ease with writing, examples of written extracts in history, geography and science are that much more vivid and interesting to read.
- 5 Pupils achieve well in their reading because they read widely and talk with authority and enthusiasm about the work of a number of authors. By the time they are in Year 4 many have already developed strong preferences for certain story types and are able to explain why they like certain types of books such as 'mysteries' or 'animal stories'. They are able to use a full range of reading skills to help them deal with unknown words. This was seen in a Year 4 class when they came across the word 'kleptomaniac' for the first time. As a result of their good reading standards pupils are able to make good use of their reading for the purpose of research in other subjects, especially history.
- 6 Pupils are very confident in their ability to recall number facts at speed. This is as a result of the challenges that are presented to them throughout the school. Mental and oral number work is presented to them through a range of activities, which have been carefully thought about so they are motivating and fresh. Pupils achieve well in this area of mathematics and as a result of the increasing challenge that is posed to them more pupils are able to attain at the higher levels (Level 5) when they take their National Curriculum tests in Year 6.
- 7 As well as for English, mathematics and science standards of work are better than expected for their age in art and design, design and technology, geography, history and music. In art, pupils are able to make the most of the techniques of famous artists that they have studied to create excellent pieces of two and three-dimensional work. They have good knowledge of tone, texture and colour and their work is that much more interesting as a result. Pupils' ability to evaluate and improve on their original ideas is a striking feature of work in design and technology. In music, pupils' polished performances are greatly enhanced by their understanding of rhythm, pulse and timbre. The effective use of literacy and numeracy skills raises the standards attained in geography and history. Pupils achieve well in these five subjects and produce work of high quality on a regular basis.

### **Pupils' attitudes, values and other personal qualities**

**Pupils' attitudes and behaviour are very good with this being a very strong area of the school's work. The school is successful, in promoting pupils' spiritual, moral, social and cultural development but more needs to be done to help them take on wider responsibilities and to improve their cultural awareness. Attendance and punctuality are good.**

### **Main strengths and weaknesses:**

- Pupils' very good behaviour means there is little time lost to disruption in any class.
- Pupils' spiritual and moral awareness is very good.
- Very positive attitudes towards school helps to keep them highly motivated.

- Pupils treat each other and adults with respect.
- There is a lack of opportunity for pupils to be involved in decision making and to take on wider responsibilities.
- More needs to be done to help pupils have a wider understanding of cultural awareness.

## Commentary

- 8 Behaviour, both in lessons and on the playground, is very good and pupils appreciate that this helps them to learn well. They value the help that teachers give them and know that everyone expects them to do their best. They approach their work enthusiastically and are confident to discuss what they have learned. They are well mannered towards each other and towards adults and visitors. In lessons pupils are always ready on time and make every effort to pay attention and not distract others around them. They are polite and very quick to help others. This is very apparent at lunchtimes when pupils eat in a well-ordered way in the dining room. Where there are opportunities to discuss their work, pupils take turns and listen to each other sensitively. In lessons where there are opportunities to carry out investigations and work in groups, pupils demonstrate good co-operative and collaborative skills. For example, at the beginning of a science lesson in Year 4 pupils were gently reminded to listen to each person's view and ensure that everyone took part. Pupils comment that they feel secure at school and are not aware of any bullying taking place.
- 9 *There have been no exclusions in the recent past.*
- 10 Pupils respond well to the many opportunities provided for them to engage emotionally in lessons. For example, Year 5 were able to empathise with being Tudor explorers and aspects of art work throughout the school showed that pupils had responded with 'feeling' about the subject of their work. The stories read to them in assemblies and during literacy add to this. Pupils are very aware of what is expected of them and respond positively to knowing that rules are there to help them work together in a sensible and mature manner.
- 11 The firm but friendly manner of the teachers helps the pupils to have a sense of purpose and pride in their achievements. They are willing to express their ideas and listen well to those of other pupils. The school is successfully achieving its aim, 'to prepare the pupils with skills and enthusiasm for life', especially in the aesthetic areas of art and music. Almost one quarter of the pupils learn a musical instrument in addition to recorder clubs and music within the curriculum. Many pupils also develop a wide range of skills, which extend beyond the school curriculum, through sports and arts clubs, which meet outside the school day.
- 12 The pupils in Year 6 enjoy a sense of responsibility as they carry out tasks in class and around the school. They enjoy helping the younger pupils, especially those in Year 3 who they feel may not yet have learnt to be kind to each other. Although pupils feel that teachers would listen to their ideas, there is a lack of opportunity for pupils to be involved in making decisions about the school and there is no organised group, such as a school council to enable the staff to listen to pupils' ideas. Pupils feel that they are making good progress and the teachers complete a 'Record of Achievement' for each of them. However, there is limited opportunity for pupils to contribute to this record and therefore they are unsure how they can improve. Teachers also record pupils' personal development, but pupils are not aware of what their own record indicates.
- 13 Although pupils have a good understanding about world religions and the way different people worship they have limited knowledge of the cultural diversity that exists amongst different people in this country. They have many opportunities to consider the differences between their way of life and others living in different countries and different times.
- 14 Attendance and punctuality are good and there are no unauthorised absences.

### Attendance in the latest complete reporting year (95.0%)

Authorised absence	
School data	5.1
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education is very good.** Good use of specialist teaching is helping the school provide a rich and challenging curriculum for its pupils. There is very good attention to the needs of pupils of different ability ensuring that all pupils achieve well. The challenge provided for more able pupils is a particularly strong feature of the teaching. Pupils' motivation and enthusiasm is aiding their learning.

### Teaching and learning

**The quality of teaching is very good and is making a very positive contribution to pupils' learning.** The use of specialist teaching in certain subjects means that pupils are being provided with a high quality of challenge and support across the curriculum.

### Main strengths and weaknesses

- There is good challenge provided for more able pupils.
- Specialist teaching in art and design, design and technology, ICT and music is helping to raise pupils' achievement in these subjects.
- Opportunities for pupils to be directly involved in role-play situations are enhancing pupils' learning in history.
- Teaching in literacy and numeracy is very good and making a very positive contribution to their learning and achievement in these areas.
- There is effective use of learning targets to help pupils understand what it is they need to do in order to improve.

### Commentary

#### Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (9%)	8 (36%)	10 (46%)	2 (9%)	0 (0%)	0 (0%)	0 (0%)

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

- 15 The teaching is very good overall with the level of challenge for more able pupils, in particular, being effective in a significant number of lessons. During literacy and numeracy lessons the demands made on the brighter pupils are impressive. Teachers' questioning is a major contributor to this level of challenge. Teachers know their pupils well and are therefore able to direct questions specifically at individuals. In Year 3 the teacher is not satisfied until she gets examples of more powerful verbs and more interesting adjectives. Tasks are invariably organised so as to be different for pupils of different ability. During a mathematics lesson in Year 5 the skilful questioning of the teaching results in more able pupils coming up with a solution to the task of recording and estimating the number of times certain combinations

would appear when throwing dice. This leaves pupils with the impression that they have to work hard to succeed and that a great deal is expected of them.

- 16 The school has taken the step of ensuring that the curriculum is not dominated by literacy and numeracy and has therefore introduced specialist teaching for certain subjects in an effort to improve the pupils' learning in these areas. In art and design, design and technology, ICT and music a specialist teacher takes each of the four classes. This has resulted in good levels of continuity within these subjects and in the quality of work produced being good. In each of the four subjects pupils achieve well and in all but ICT standards are better than expected for their age. The reason ICT is not at the same level is that standards were well below that expected until recently and there is a great deal of catching up happening. The specialist teachers bring a strong degree of subject expertise to their subjects and therefore they challenge pupils appropriately. In art and design for example, the teacher's knowledge of a range of techniques used by a number of famous artists is used to help pupils experiment knowledgeably with their own work.
- 17 In history and geography, in particular, teachers maximise opportunities for pupils to be engaged in learning from direct experience. A number of visits to places of interest ensure that pupils make the most of their immediate area with local studies of the Yorkshire moors and the seaside resort of Whitby being major features of geographical work. In history, there is great care taken to involve pupils in reconstructing life as it was in the period they are studying. This was seen at its best in Year 5 when pupils simulated life on board a Tudor ship. All pupils dressed as explorers and were engaged in activities that directly related to life on board. They learnt about illness and disease and how to take care of themselves, they learnt about preserving food on a long voyage and they learnt about the physical demands made on sailors and explorers. The excellent resources and carefully organised tasks helped the pupils to gain insights into life in Tudor times that would not have been possible through other methods.
- 18 Teaching is very good in literacy and numeracy and is helping pupils to learn and achieve well in these subjects. The implementation of the National Literacy and Numeracy Strategies has been a significant factor in improving the provision in these two subjects. Teachers put a great deal of effort into providing pupils with clear strategies to help improve their reading, writing and number work. For example in Year 3, pupils are provided with writing frames, which help them with writing poetry. The frames enable pupils to concentrate on finding relevant descriptive words to use to support their work. In Year 6 the teachers sets a simple framework for pupils to follow when moving from using simple and compound sentences to using complex sentences. In mathematics, a similar focus on providing pupils with helpful frameworks works well. There is also good attention to pupils' prior attainment so that work is carefully and accurately matched to pupils' abilities, ensuring that they are working to their capability. Good and effective use of teaching assistants help enormously to support those who are experiencing difficulty.
- 19 There are good systems in place to assess pupils' ability. Teachers are fully aware of the attainment of pupils but do not always share this information with them. There are however effective learning targets provided for pupils in literacy and numeracy to help them understand what it is they need to do next in order to improve. These help pupils to be motivated and to be keen to make progress. Opportunities for pupils to discuss their work with one another tend to be limited and is something that could be happening more regularly.

## **The curriculum**

**The curriculum for pupils in Years 3 to 6 is good and complies with all statutory requirements.** The school has implemented the literacy and numeracy strategies fully and ensures that all pupils make appropriate progress. The school places a priority on the development of skills and knowledge, which will serve the pupils well in later life. They have successfully adapted the

teaching of some areas of the curriculum, such as art and design, music and ICT, in order to stimulate and motivate pupils.

### **Main strengths and weaknesses**

- The use of specialist teachers provides good quality experiences for all pupils.
- Work is matched well to pupils' capabilities.
- Additional programmes for literacy are used well.
- Good range of visits and visitors add interest to the curriculum as a whole.
- Good range of extra curricular activities enriches the curriculum.
- There is very good use of the accommodation, especially for specialist work in art and ICT.

### **Commentary**

- 20 The use of specialist teachers for some subjects does much to enhance the curriculum. The timetable is well planned to make the most of the skills of individual teachers. In art, design and technology and music pupils achieve good standards. This is reflected in the high standard of art work displayed around school, the quality of models produced for design and technology and the range of musical work that pupils participate in.
- 21 The provision for pupils with special educational needs is good. Individual education plans set out clear targets, which will help the pupils make progress. In all classes teachers plan well for pupils of different capabilities and ensure that all make progress. Booster classes in Year 6 and additional 'catch up' programmes for literacy in Years 3 and 5 are used effectively. The school has recently added a number of books and other resources in order to further develop boys' reading skills. This is already proving a popular and successful way of raising boys' achievement in reading. In addition, there is much attention given to challenging bright pupils with a gifted and talented programme working well to support this.
- 22 The school makes the most of opportunities to visit the local area and to work within the local community. They have regular visits from the Dean of Ripon Cathedral and other local clergy. Art work is displayed regularly in the Cathedral exhibition hall and the pupils are proud of their contributions. Pupils work regularly in the wild area of the neighbouring infant school. The teachers plan special events very effectively throughout the school year and as a result the pupils gain an insight into events and topics that they have studied. An excellent example of this was seen when pupils, dressed as Tudor explorers, took part in a day of activities such as archery, making ship's biscuits and learning a Tudor dance.
- 23 A good range of extra curricular activities enriches the curriculum for all pupils. They take part in team events, such as water polo, football and netball. Many pupils play musical instruments, and a large number of these are provided by the school. An art club provides high quality creative experiences. These additional activities contribute significantly to pupils' progress and achievement as well as enriching their experiences.
- 24 The accommodation is used very well, especially for teaching ICT, art and design and design and technology. The school has prioritised space for these activities enabling the resources to be easily accessible to pupils. Good quality resources are available to support all the areas of the curriculum. There is a well-stocked library, which is effectively used by all pupils, especially to carry out research in science, history and geography.

### **Care, guidance and support**

**All aspects of the care, guidance and support given to pupils by the school are very good.** This aspect continues to be one of the strengths of the school.

### **Main strengths and weaknesses**

- All staff know the pupils well and provide very good pastoral, as well as academic, care for them.
- The school is a very safe place for pupils with little or no problems in relation to bullying.
- Child protection arrangements are good.

## **Commentary**

- 25 The staff know the pupils well and this leads to the quality of relationships being very good between pupils and adults. All staff are approachable and pupils are very confident when demonstrating a positive attitude towards their teachers. Pupils have a very good rapport with staff who demonstrate a caring and supportive approach to all pupils. All staff act as excellent role models and help pupils to recognise the things they do well. There are plans to develop and integrate personal, social, health and citizenship education into all areas of the curriculum. This has been identified in its school improvement plan.
- 26 A detailed child protection policy and well documented health and safety and health education policies are in place. Procedures for accidents at playtime, hygiene, illness, emergency and fire drill work well. Care is taken to ensure that pupils work in a safe environment, which was commented upon positively by the vast majority of pupils when asked about feeling secure at school. Nearly all pupils feel that there is someone they can go to if they feel worried about an issue and overwhelmingly feel happy at school. This leads to the provision for pupils' care, welfare, health and safety being very good. Regular checks are made to ensure that the school building is safe and there is a high level of cleanliness throughout. Staff are very vigilant about supervision and the lunchtime setting is pleasant allowing pupils to sit in small groups to discuss pertinent issues and enjoy each other's company.
- 27 Pupils have very good access to well-informed support advice and guidance. Each term there are individual interviews with parents and teachers where progress towards individuals' targets are discussed and next steps identified. Procedures for informing parents of each pupil's educational achievements are fully in place. The school is successfully developing monitoring and target setting procedures and keeps careful track of pupils' progress. The careful analysis of data informs planning in order to raise standards in teaching and learning.
- 28 More could be done to encourage pupils to take on wider responsibilities throughout the school. Pupils do carry out some tasks but these are quite few compared to what they are capable of. There is no school council at the moment although initial consideration has been given to creating a body of pupils to have a greater say about the routine matters in the school.

## **Partnership with parents, other schools and the community**

**The school has a very strong partnership with parents and very good links both with its community and with the infant school and local secondary schools.**

### **Main strengths and weaknesses**

- Parents express exceptionally strong support for the school.
- The school provides parents with very good information, particularly about their children's progress.
- Very good links with the community help pupils' learning.
- Very good links with local schools ease the transition for pupils both when they join and when they leave the school.

## **Commentary**

- 29 The school has built up a very strong partnership with parents, which is of great mutual benefit. The parents' questionnaire shows an exceptional level of support for all aspects of the school's provision. Parents who attended the parents' meeting were equally positive and described the school as 'a very happy school'. They particularly value the easy open communication they have with staff, the clarity of the school's expectations, and the many improvements, which have been made over recent years. Parents help the school through their support for fund raising events and by helping to organise the library.
- 27 The school keeps parents very well informed and the good quality prospectus contains a full and useful description of the curriculum. Parents reported that they find parents' evenings very informative and that teachers explain their children's targets to them. The school makes its expectations with regard to homework clear and a home school diary provides a good means of two-way dialogue. Annual reports on pupils' progress are based on teachers' perceptive knowledge and provide parents with a useful description of what their children can do and what they need to do to improve their work in literacy and numeracy.
- 28 The school has many good links with the community, which enhance pupils' education. Visits and visitors help to enrich the curriculum and the school also has good links with Ripon Cathedral. Pupils take part in a wide range of local sporting events. The school provides a very useful resource for the community. It is involved with Ripon Virtual College and ICT classes for adults are regularly held in the school. The accommodation is also used for other evening classes.
- 29 The school has very good links with the neighbouring infant school. Parents all express satisfaction with the arrangements the school makes to help their children settle in easily. The two headteachers meet on a regular basis to discuss matters of importance, such as how to ensure continuity of the curriculum. The school provides very good information and support for parents facing the difficult secondary school selection process and parents and pupils are given opportunities to visit and spend time in surrounding secondary schools. The school particularly values its links with Ripon College and Year 5 and 6 pupils benefit from lessons given by specialist staff from the College.

## LEADERSHIP AND MANAGEMENT

**The leadership and management of the school are very good.** They are very effective in helping to raise pupils' achievement and provide very valuable support to all staff.

### Main strengths and weaknesses

- The headteacher has worked extremely hard and successfully to turn the image of the school round so that it is now a very popular school with parents.
- The governors successfully challenge and support the school's leadership and management of the school.
- Financial management is based on very sound principles of gaining the best value possible for spending.
- There is very good subject leadership in several areas of the curriculum.
- Good systems exist for checking on the attainment and achievement of pupils.

### Commentary

- 30 This was a school with a poor reputation when the present headteacher first took charge. The headteacher has had to lead from the front in turning around the parents and community's view of the school. There was recognition that in order for parents to regain faith in the school something had to be done about pupils' behaviour. The systematic and carefully organised procedures used by the school's leadership to improve pupils' behaviour has been the

catalyst to turning this into a successful school that is very well respected by parents and the community. Improving pupils' behaviour has therefore been a high priority and effective systems have been introduced based on rewards and sanctions to bring about the current situation where the behaviour and attitudes of pupils are very good. Pupils' behaviour and attitudes therefore, which used to be a barrier to raising pupils' achievement, is now most definitely an aid.

- 31 The headteacher saw this as a crucial factor in turning around the school's performance. He recognised that in order to improve the pupils' achievement good orderly behaviour, with little or no time lost to disruption, was of paramount importance. The decisive leadership has led to all staff being clear about what is expected of pupils both in respect of behaviour and work rate. Staff work very much as a team and their approach to pupils is similar. This has helped all pupils recognise what is expected of them in each class and led to a positive atmosphere in school. The partnership between the headteacher and the deputy headteacher is successful as each recognises each other's strengths and encourages new thinking. Lines of communication between the senior management and staff work well because there is a great deal of trust between them.
- 32 Governors play a vital role in enabling the leadership and management to be so successful. They have made very big strides since the previous inspection in developing their ability to check on the school's performance. There are excellent lines of communication between the staff and the governors and this is helping governors gain insight into what works well in the school and what needs improving. In addition, the governors are quick to challenge the leadership particularly when it comes to spending decisions. The teaching staff is experienced and therefore an expensive resource. The governors were clear about looking for value for money when it came to employing additional staff, in the form of classroom assistants and linked the impact of their spending to improvement in pupils' achievement. Effective financial management continues to be a major part of the governors' contribution with very effective leadership being exhibited in creating a long, medium and short-term strategy to ensure that the school does not have to cope with a reduction in staff in the near future.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	354,276
Total expenditure	354,069
Expenditure per pupil	2,511

Balances (£)	
Balance from previous year	41,371
Balance carried forward to the next	41,578

- 33 Very effective leadership has resulted in specialist teaching being used for art and design, design and technology, ICT and music. As a result there is very good subject leadership in these areas with individuals knowing how well pupils are achieving and making appropriate plans for future developments. In addition, the leadership for English and mathematics are very good with very effective systems in place to help recognise what can be done to help pupils improve still further. In each of these subjects there is good attention to how well pupils are achieving and appropriate measures being taken to help pupils to achieve to their potential.
- 34 There are good management systems in place to help the school evaluate its National Curriculum test and other results. The information gathered is carefully checked and the school is quick to take action to deal with any potential weakness identified. A very comprehensive system of tracking the progress of individuals helps the school use the information to help maximise the achievement of pupils. Future targets are set taking account of the national trends as well as the rate of progress made by individuals. These are challenging and pupils are well supported in their efforts to attain them.





# **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

## **SUBJECTS IN KEY STAGE 2**

### **ENGLISH**

Provision in English is **very good**.

#### **Main strengths and weaknesses**

- Higher attaining pupils achieve very well.
- Pupils use very good expression when they read and make good use of their reading for the purpose of research.
- Pupils' descriptive writing is very good, as is their use of secretarial skills.
- Challenging teaching, especially in relation to the way teachers question pupils, helps to raise the achievement of pupils.
- Very effective subject leadership has ensured that the National Literacy Strategy has implemented successfully and that there is a focus on raising the achievement of all pupils.
- There is very effective use of literacy across the curriculum.

#### **Commentary**

- 35 Pupils' attainment is above average when compared to the National Curriculum test results at the age of 11. This is a situation that is improving because the present Year 6 is a strong cohort that is expected to do better than its predecessor in the next annual assessments. The number of pupils attaining at the higher level is particularly impressive with 37 per cent attaining beyond the level expected for their age in 2003. This is a good position when compared with the same cohort when they first started school four years ago. Although their literacy skills were well established not as many were attaining beyond the level expected for their age at this time. This indicates good progress between Years 3 and 6 and shows that more able pupils are fulfilling their potential. Many pupils who at some stage have had additional support related to their learning difficulties attain the expected level for their age, which shows that they are being appropriately challenged and supported.
- 36 Pupils read with enthusiasm and attain high standards. From Year 3 onwards the vast majority of pupils can read out aloud with expression and can hold the audience's attention. They pause at key moments and raise or lower their voices as necessary. This was seen at its best in Year 3 when pupils were reading a poem together and in Year 4 when pupils were reading a playscript. Pupils read widely. By Year 6 pupils can talk with authority about a number of authors and most have already made their minds up about the type of books that they are likely to choose next. They are very confident when expressing their views about storylines they like and dislike. There is a great expectation that pupils use their reading for the purpose of research. In history, geography and, to a lesser extent, religious education, pupils read to find out information. In Year 5, for example, pupils find out much about the lives of Tudor explorers. During these sessions pupils are expected to skim read and write appropriate notes that will help them to discuss or present findings to others. The reading skills are well developed and take account of the needs of pupils to read for information as well as pleasure.
- 37 Pupils make the most of their good speaking skills when describing characters or settings in their stories. In Year 3 the process of helping pupils write successfully is aided by the attention given to similes as they describe, amongst other things, sweets as part of a lesson. There are interesting contrasts in the way pupils express their ideas. For example, one pupil writes that the sweet, 'feels like a pop star that sings and dances all day' as another compares their sweet with, 'a hammer shark in the deep dark sea'. By Year 4 more able

pupils are very secure with their use of punctuation and standards in spelling are very good. They put much effort into building up the characterisation of individuals they are writing about. By the end of Year 6 pupils successfully use adjectives and adverbs to ensure that the reader is very clear about the quality of the setting or characters they are writing about. Words like, 'darted', 'scrounged', 'hoisted', 'simultaneous', and 'oblivion' punctuate their descriptive writing. Openings of stories show that pupils cleverly intermix description, dialogue and action and they are not afraid to use metaphors to create strong images in the mind of the reader. Pupils are able to capture the emotion of the moment. They confidently deal with despair, the rapture of excitement or surprise with great self-assurance. As a result many attain very well in the National Curriculum tests and use their writing skills successfully in other subjects.

- 38 The very good quality of the teaching has a great deal to do with the way pupils are responding and achieving in writing and reading. In each lesson the teachers made demands on the pupils through the way they questioned them. The questions were often aimed at different groups with the level of challenge being different according to their capability of answering it. In Year 6 for example, the teacher helps pupils have a deeper understanding of the attributes of complex, as opposed to compound, sentences by the way he uses his questioning. In a Year 4 lesson, the teacher chooses text that inspires pupils. The tasks that follow the introductions to lessons are also very effective because of the way they are organised to meet the needs of individuals. In Year 4 for example, more able pupils have to think very carefully about which pronouns to use when describing the personality of Tyke Tyler from the book they are reading. There is also good use of learning targets to help pupils recognise what it is they need to do next in order to improve. The combination of effective questioning, well organised tasks, motivating activities and carefully planned learning targets helps pupils to be effectively challenged in lessons. This in turn leads to good achievement.
- 39 The school has implemented the National Literacy Strategy effectively. It has taken account of the pupils' good speaking and listening skills and has set out to ensure that this is coming through in their descriptive work, both in written and oral form. Very good leadership by the subject manager has helped all staff be confident about implementing the strategy. The very good systems in place to check on the progress being made by pupils and the way this information is used to help individual teachers is another example of the very good leadership that exists. The leadership has put a great deal of emphasis on raising the achievement of different groups of pupils, with more able and pupils who had difficulties at some stage, now making good progress. Each member of staff is clear about the priorities for helping pupils improve and the target setting system is one of many initiatives that have been implemented to help raise achievement.

### **Language and literacy across the curriculum**

- 40 Staff maximise the opportunities for pupils to make use of their good speaking and listening skills across the curriculum. They also take advantage of the good writing and reading skills that pupils have when planning tasks in history, geography, religious education and science. This is a school that has planned its curriculum well so that the impact of pupils' good literacy and language skills benefit all areas. Written work and discussions in many subjects are therefore improved as a result.

## MATHEMATICS

Provision in mathematics is **very good**.

### Main strengths and weaknesses

- Pupils' attainment is well above average and there is good achievement evident.
- Pupils' good numeracy skills are used effectively to help them solve mathematical problems
- Teachers' use of the National Numeracy Strategy and planning is very good.
- Subject leadership is very good.
- There is very effective use of resources, including adults, to support pupils' learning.

### Commentary

- 41 Standards have been steadily improving to the point that in the 2003 National Curriculum tests pupils' attainment was above the national average. This position is being built upon by the present Year 6 group, which is attaining at a very good level. A large percentage of pupils (34 per cent) is attaining at the higher level (Level 5) by the time they finish Year 6. When pupils start in Year 3 they have well established numeracy skills. The school successfully builds on this position with many more moving on to a position where they are attaining beyond the level expected for their age. The more able pupils achieve very well and others achieve well. Pupils who have at some time experienced difficulty with their number work often attain the level expected for their age in the Year 6 tests.
- 42 Pupils are very quick when responding to mental and oral questions. They have learnt to use a range of strategies when doing so and by the time they are in Years 5 and 6 they have a number of strategies available to them when dealing with number problems. The pace with which they respond to questions posed is impressive. Part of the reason they are so confident is the very good learning that takes place in Years 3 and 4. In these two classes pupils are helped to improve their pace and confidence by using small white boards to write down their answers before showing it to the teacher. As a result of this and other strategies that they are introduced to pupils' confidence levels grow, as does their accuracy. As a result of their confidence in dealing with mental and oral work they find it easier to cope with mathematical problems sometimes requiring them to deal with two or three steps. They are able to check if their answers are likely to be accurate and are able to use calculators to check to see if their initial answers make sense.
- 43 The teaching for mathematics is very good. It is having a very positive impact on pupils' learning, especially in relation to their ability to improve their work. Teachers make very good use of the National Numeracy Strategy to plan work for different groups of pupils. As a result there is always a very good level of challenge provided for more able pupils. Extension activities are carefully thought through and the teachers are quick to move pupils on to more demanding activities if they see them cope with the one they are engaged with. This helps the teaching be challenging for the most capable pupils. Teachers plan very effectively to meet the range of pupils that they work with. There is very good use of teaching assistants to help meet the needs of all these pupils, especially those with learning difficulties. The teaching assistants are talented and know exactly what is expected of them. There are very good levels of co-operative planning happening resulting in the direction they are given being constructive.
- 44 Pupils enjoy mathematics and many show good levels of co-operation when working together or are able to work for extended periods on their own. Many state that mathematics is their favourite subject and they enjoy the homework they are given. Many pupils thrive on the challenge and are happy to deal with additional, more challenging tasks when it is provided. Pupils do not give up if they find the tasks difficult.

- 45 The leadership demonstrated by the subject leader is very good. She provides the staff with clear direction by analysing test results and letting staff know the strengths and weaknesses that are indicated by the results. The subject leader provides knowledgeable and innovative leadership, and is a very good role model for other staff and pupils. She provides staff with very good professional support and has been instrumental in ensuring that the school has been able to implement the National Numeracy Strategy constructively and confidently. The subject leader provides the school with a drive for improvement and a strong sense of direction. There is a strong focus on raising achievement.

### **Mathematics across the curriculum**

- 46 Pupils make effective use of their numeracy skills in other subjects. There is very good use of pupils' numeracy skills in science, where pupils use charts and graphs to record a range of data about the investigations that they have completed. There is also effective use of numeracy in design and technology and music. In design and technology pupils estimate and measure accurately when creating models, such as the clocks made by Year 6 pupils. In music pupils count in beats and use different rhythms, which require them to think about number patterns. In art and design, the work of a well-known Swiss artist is studied which sees pupils developing work based on numerical patterns and symmetrical shapes.

## **SCIENCE**

### **Provision in science is good.**

#### **Main strengths and weaknesses**

- Pupils' attainment is above average according to the National Curriculum tests.
- Pupils work well together during science investigations and the school places a priority on experimental methods.
- There is a good range of opportunities for pupils to record results in a variety of ways
- The effective use of teacher questioning helps pupils to demonstrate their understanding.
- Pupils are not aware of the levels at which they are working and what they can do to improve.
- Teachers plan well and build effectively on previous learning.

#### **Commentary**

- 47 The standards attained by pupils at the age of 11 were average in 2003 and the present Year 6 is a stronger cohort that is achieving well. The number of pupils achieving the higher level (Level 5) increased in 2003. Pupils enthusiastically take part in lessons and are fully engaged in practical work. The school places a high priority on pupils developing the skills of investigation and observation. Where pupils are encouraged to discuss and work together, they do so showing good collaborative skills. They explore ideas and suggest ways of working which increase their involvement and help them to develop good experimental techniques. A scrutiny of pupils' work indicates that, at times, especially in Year 6, there is over-reliance on worksheets, which limits the challenge and decreases opportunities for collaborative work.
- 48 Pupils make good progress in science and achieve well. Teachers plan well, using the beginning of each lesson to recap on previous work and make good links with new concepts and knowledge. Pupils develop good skills in order to record their findings. They learn how to use graphs, charts and tables in order to record results. Teachers use questions well in order to help the pupils explain their understanding and make sensible predictions about the outcome of their experiments. In one lesson, pupils in Year 6 demonstrated good scientific observational skills and, through discussion, they were able to identify different soils and make judgements about where they were from.

- 49 Pupils behave very well in science lessons. They collaborate effectively and discuss issues in a mature way. They are interested in finding things out and particularly enjoy the practical and investigative work, which teachers plan for them. Resources are very well organised, and as a result, there is little disruption when pupils move from listening, as part of a whole class, to practical investigations.
- 50 Science provides pupils with many good opportunities to develop the personal skills of collaboration and communication. Teachers' careful planning ensures that pupils are given the chance to make reasoned choices and share their ideas with others. At the beginning of a lesson on electricity, the need to co-operate and participate was reinforced by the class teacher and consequently all the pupils worked successfully, in groups to make bulbs in a circuit become dimmer. Records of achievement in science indicate that good progress is made, but these are not shared with pupils. Consequently most pupils do not know at what level they are working and what they must do next in order to improve.
- 51 The science curriculum is well balanced and the resources are good. Pupils with special educational needs are well supported and teachers plan appropriately for the majority of pupils in their class. The management of the science curriculum is satisfactory. Governors are well informed and have observed science lessons together with the subject leader. The subject leader has a good knowledge of the curriculum and the progress all pupils make. There is a satisfactory plan for further development of the science curriculum, which includes extending resources and establishing a programme of ICT to support pupils' learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- There has been considerable improvement to the provision since the previous inspection.
- The specialist teaching is helping to raise pupils' achievement.
- The computer suite provides pupils with an exciting resource that maximises their opportunities to have 'hands-on' experience.
- ICT is used very well throughout the curriculum.

### **Commentary**

- 52 At the time of the previous inspection pupils' standards were low. The school was barely meeting its statutory requirement in providing an appropriate curriculum for ICT. Since that time there has been considerable efforts made to improve the provision. As a result all Year groups are now involved in developing skills that ensures that they are working on the skills that are expected for their age and that they are provided with opportunities to use these skills in other lessons. Standards are therefore in line with those expected for pupils' age. There is good achievement evident because many have made considerable strides in the past few years, resulting in rapid progress.
- 53 Year 3 pupils are familiar with using e-mail, creating address books and sending and receiving messages. They can combine graphics with text, as is seen when they combine text with photographs of Ripon. They use a range of software to support work in geography and music. In Year 4 pupils use different texts to write newspaper headlines and experiment with art packages. They are also introduced to databases and can set up branching databases as part of their work in science. By Year 5 they use spreadsheets to work out a budget for a party. This helps them to be ready to deal with multi-media presentations by the time they are in Year 6.

- 54 The specialist teaching has had a very important impact on the standards being attained and especially on the achievement of pupils. The teaching is rigorous and helping pupils to develop their skills. Pupils' learning is being enhanced by the way the teacher is clear about what he wants the pupils to achieve in each lesson. The good subject knowledge of the teacher ensures that there is little time lost to unnecessary technical matters associated with the computers. There is very effective use of an interactive projector to help the teacher to 'model' what is expected from the pupils. The resource is also used to help the teacher point out any extension activities for more able pupils or to help pupils who are having difficulties.
- 55 As a result of the use of specialist teaching in each of the four classes it has been that much easier for the specialist teacher, who is also the subject leader, to keep track of pupils' progress. Leadership in the subject is good because of this. The subject leader has a very clear overview of the curriculum covered. He also ensures that all staff are clear about the skills that the pupils possess and supports staff in enabling pupils to make the most of their skills in other subjects.
- 56 The computer suite provides pupils with maximum opportunity to have 'hand-on' experience with the computers. The room is a very large one that enables pupils to sit comfortably and be able to see the main teaching board. The computers and the projector help pupils to have access to good quality resources on a regular basis. This is helping to raise their confidence in ICT and to create work of a good quality.

### **Information and communication technology across the curriculum**

- 57 There is a great deal of attention to helping pupils make the most of their ICT skills in all subjects. A range of software and the Internet is used to support work in history, geography and music. Art packages are used regularly with older pupils working on a more sophisticated package than younger ones. There is good use of ICT in literacy and numeracy with effective use of databases and spreadsheets in science.

## **HUMANITIES**

**The provision for geography and history is very good and is satisfactory for religious education.**

### **Main strengths and weaknesses**

- There is very effective use of literacy, numeracy and ICT in history and geography, helping pupils to achieve well and attain good standards.
- The recreation of life styles in history helps pupils to be highly motivated.
- The teaching in history and geography is very good.
- The quality of work in religious education is not as high as it is in history and geography.

### **Commentary**

#### **Religious education**

### **Main strengths and weaknesses**

- There are opportunities for thought provoking work on Christianity, prayer and worship in Year 5.
- Pupils explain their feelings well in Year 3.
- There are good cross-curricular links with art.
- Too few opportunities exist for pupils to write expressively in Year 6.

- Limited opportunities exist for pupils to learn from people of other cultures.

## Commentary

- 58 The one lesson observed and the scrutiny of work in books and displays around school confirm that standards are broadly in line with those expected for their age.
- 59 Pupils in Year 3 explain their feelings very well. They show their understanding of the moral messages of Christian teaching through their knowledge of Christian stories, such as the Good Samaritan. They can explain what it means to be special and link this to the feelings of Christians about the Bible. In Year 5, pupils express their thoughts on Christian prayer and worship very well. They take a pride in producing well illustrated and neatly presented work.
- 60 Pupils make good progress in religious education. In Year 6 the emphasis on discussion allows the pupils to develop their ideas well. There are too few opportunities however, for pupils to write expressively and demonstrate their understanding of religious and cultural issues. The school provides good opportunities for the pupils to show a sense of awe and wonder through their work in art and design, with beautiful collage and fabric displays showing the creation and the natural world.
- 61 The curriculum contributes well to pupils' personal development. They learn about what is right and wrong and explore ideas about the beliefs and customs of other faiths. Although there is no opportunity locally to meet or learn from people outside the Christian faith, the school is aware of the need to explore ways in which pupils can develop an understanding of the nature of a multicultural society in Britain. The curriculum follows the Agreed Syllabus for religious education. Units of work have been allocated to each year group. Assessment is not yet established but the subject leader plans to put this into place within the next school year.
- 62 The management of religious education is satisfactory and the leader has good knowledge of the subject. There have been few opportunities to find out how religious education is taught across the school in the short time that the co-ordinator has been leading the subject. However there is a clear plan for further development and good support systems with the Cathedral Resource Centre and the Bradford Multi-faith centre are already established. Links with local Christian churches are good and the school has regular visits from the Dean of Ripon Cathedral and other local clergy.

## History

### Main strengths and weaknesses

- Standards attained by pupils are above that expected for their age and they achieve well in dealing with historical enquiry skills.
- The teaching takes very good account of helping pupils to learn by direct experience, when possible.
- There is very effective use of resources to help bring the subject to life for pupils.
- Pupils are highly motivated by the subject.

## Commentary

- 63 Pupils' very good use of literacy and numeracy in this subject is helping them to achieve well. They are able to explain why things might have happened and the impact that this would have on life thereafter. This was most evident for pupils studying the Tudors in Year 5, the Vikings in Year 3 and the Victorians in Year 6. In each case pupils were able to cope with research to help them find out more information about each period of history. Descriptions of the Vikings' longboats take account of the work pupils have done on characterisations in their literacy work. Similarly, Year 6 pupils' writing on persuading people that women deserved the vote



takes account of work recently completed during their literacy hour. All of this helps pupils to attain standards that are better than expected for their age.

- 64 Teachers prioritise helping pupils to have an overview of what it might have been like to have lived during the period they are studying. During the inspection Year 5 pupils were involved in a Tudor day with a difference. The pupils come to school dressed as Tudor explorers and were engaged in a range of activities that helped them have an insight into what it must have been like to be a Tudor explorer. In so doing they learnt about medicine and practices that existed when people were injured or exposed to contagious disease. They also looked into, amongst other issues, the problem related to keeping food fit for consumption during a long journey. The teacher and teaching assistant work exceptionally hard at preparing for these days. They gave priority to ensuring that different tasks to meet the needs of pupils of different ability were in place and the use of resources was very effective.
- 65 Pupils have access to a full range of information books for each subject they cover. There is effective use made of these to help them research. In addition, there is time taken to enable pupils to use relevant information from the Internet. During simulated days such as the Tudor explorers day, pupils have access to a variety of excellent materials, such as a 'bleeding bowl' and a special type of comb used by Tudors. Very good use is made of a number of adults to play different roles. One adult was expertly helping pupils to use Tudor weapons and to climb ropes, as though they were on a ship.
- 66 As a result of the approach to the subject taken by the school the pupils are very highly motivated and really enjoy their history. This was seen in the way the pupils were very quickly into the role during the simulation exercise on Tudor explorers. Many pupils could relate to the time they were dressed-up as Victorians and Year 4 pupils knew that they would have opportunities to be Tudor explorers next year and looked forward to it. During several lessons in history there are opportunities for pupils to be engaged in moral and social issues, especially related to the emotions experienced by different people.

#### **Example of outstanding practice**

Year 5 pupils are dressed in Tudor explorer costumes and carry out a range of activities associated with experiences met when at sea. The lesson takes place in the hall where materials have been set up for them.

Pupils are engaged in one of a range of activities during this lesson. They learn about reading a compass; attending to an injury on board ship; climbing up and tying ropes; and preparing food for a long journey. For each of these activities pupils benefit from the first-hand experiences they are involved with and begin to have an insight into what life might have been like as a sailor on board a ship. They are helped to relate to the emotions that the sailors may well have experienced by the teacher's careful direction and use of resources. They talk confidently about what they might find difficult to cope with and what they might have enjoyed. The excellent resources and the way they are organised add a great deal to the quality of the pupils' learning. Some pupils work from pre-prepared worksheets, which require them research more about this way of life. In this way they gain a deeper understanding of what might have happened during the journey and the intellectual demand is challenging. The lesson manages to capture a simulation of life during Tudor times without making it a novelty lesson. The effectiveness of the focus provided for all the staff, the use of an excellent range of resources and the way pupils are helped to experience life on board a Tudor ship makes this a special lesson.

## **Geography**

### **Main strengths and weaknesses**

- Standards attained by pupils are above that expected for their age.

- A range of visits to places of interest adds much to the pupils' learning and experiences.
- The teaching is very good with very effective use of pupils' literacy, numeracy and ICT being a prominent feature

67 Many of the strengths mentioned in the previous section on history apply to this subject as well. Pupils make good progress and achieve well because there is a focus on making use of pupils' literacy, numeracy and ICT skills. Pupils attain standards that are better than expected for their age by the time they are in Year 6. The teaching is very good and having a very positive impact on the learning. There is good attention to the needs of pupils of different ability with good levels of support available for pupils with learning difficulties and challenge, in the way of individual research, provided for the more able.

68 Teachers maximise opportunities for pupils to work together and therefore have expectations that they use their enquiry and reasoning skills effectively. This was apparent during the 'rivers' work completed by Year 6 pupils and the 'water survey' conducted by Year 5 pupils. During a Year 5 lesson pupils are challenged to think through the issues associated with putting out a moorland fire. The lesson was made that much more real for the pupils because it was built around a scenario that they came across recently. When possible the staff take full advantage of the location of the school and residential visits to the seaside resort of Whitby add to their geographical experiences.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

**The provision is good for art and design, design and technology and music.** No physical education lessons were seen so it is not possible to make any judgements in this subject.

### Main strengths and weaknesses

- Standards are better than expected in art and design, design and technology and music.
- Specialist teaching in each of these three subjects is helping to raise pupils' achievement.
- The quality of teaching is very good in these subjects.
- There is very good subject leadership in each of the three subjects.

### Commentary

69 In each subject, except physical education where no lessons were seen, standards are better than expected for pupils' age. No judgements can be made about **physical education** although the school does have an appropriate curriculum programme for this subject.

70 In **art and design** the standard of work is good. There is particularly good attention to the work of a range of famous artists and to helping pupils experiment with the techniques used by these artists. In Year 3 pupils successfully use watercolours and experiment with tones and shades to create Viking seascapes and beach scenes. The effective use of ink adds to the overall impact of the work. In Year 4 pupils have looked at the work of Picasso and have used their own interpretations when creating self-portraits. There is very good use of tissue and other materials to create texture and colour. Three-dimensional work, based on the 'Angel of the North' in Year 3 and gold models in Year 6, shows that the pupils meet a full range of experiences within the subject. The availability of an art room adds much to the quality of the provision. The quality of the work improves considerably as pupils move through the school, which underlines the good progress that is taking place.

71 In **design and technology** the same quality of work is seen. The specialist teacher ensures that pupils spend time planning, designing, making and evaluating a range of models they have created. The quality of evaluation is particularly impressive with pupils being able to focus on aspects they would tackle differently if they were to do the same activity again. In

Year 6 pupils have made clocks, linked to Harry Potter's 'Hogwarts'. These have working mechanisms. Each of the series of lessons starts with an evaluation of the position the pupils have reached and consideration is given to how improvement could be made as well as what works well. The end results are excellent. The creative ideas and quality of finish of the models is something that the pupils rightly feel proud about. The standard of work is better than expected for their age and there is good achievement.

- 72 In **music**, pupils attain standards that are better than expected. There is a high priority given to performing with the vast majority of pupils in the school being involved in singing or playing a musical instrument to an audience. The demanding way the teacher works helps pupils to be very involved and to raise their performance. In Year 3 pupils are able to create a sequence of sound in response to movement and in creating movement in response to sound. By the time they are in Year 6 pupils have a good awareness of timbre and a strong sense of pulse. They have a basic understanding of musical notation and recognise a treble clef and read how many beats there are in a bar.
- 73 In each of the three subjects the specialist knowledge of the teacher is crucial in helping the pupils to achieve well. The teachers are quick to move on pupils and to challenge them. They have a very good idea of what pupils are capable of achieving and ensure that they do not let their standards drop. This also adds to the quality of leadership that exists for each of these three subjects. There is a very good and comprehensive curriculum plan, which supports the quality of work that is taking place.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

- 74 No lessons were seen in this area of the school's work and so no judgements are made about overall provision. The school is moving to a position where a more distinct curriculum is to be provided for personal, social, health and citizenship. At present there is satisfactory work happening in this area but there is some work to be done to maximise opportunities for pupils to be involved in issues related to personal and citizenship education. The school has recognised this as an issue and has identified this aspect for future development within its school improvement plan.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

