

INSPECTION REPORT

POPPLETON OUSEBANK PRIMARY SCHOOL

Upper Poppleton, York

LEA area: City of York

Unique reference number: 133610

Headteacher: Mr T J Wilkinson

Lead inspector: Mrs J Morley

Dates of inspection: 04–06 May 2004

Inspection number: 257211

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	407
School address:	Main Street Upper Poppleton York
Postcode:	YO26 6JT
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Mitchell
Date of previous inspection:	N/a

CHARACTERISTICS OF THE SCHOOL

- Poppleton Ousebank Primary School was formed in September 2002 following the amalgamation of the former Upper Poppleton Infant and Junior schools.
- It is a large school, currently catering for 407 pupils aged 3 to 11.
- Almost all pupils are white, British. Thirteen are from other backgrounds and, of these, six are at an early stage of learning English.
- Social and economic factors are favourable and the proportion of pupils eligible for free school meals is very low: less than 3 per cent.
- Children join the school with above average skills and aptitudes.
- There are 35 pupils on the school's register for special educational needs. This is lower than the national average. The problems of the 13 pupils whose needs are greatest span dyslexia, social, emotional or behavioural issues, autism and moderate learning difficulties.
- In the last two years, 3.6 teachers have left and 9.3 have joined.
- The proportion of pupils joining or leaving the school other than at the usual times is broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25470	J Morley	Lead inspector	English Art and design Design and technology English as an additional language
9399	R Watts	Lay inspector	
27477	J Mitchell	Team inspector	Geography History The foundation stage
20038	G Watson	Team inspector	Science Information and communication technology Music Religious education
22274	V Rogers	Team inspector	Mathematics Personal, social and health education and citizenship Physical education Special educational needs

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This newly established primary school provides a satisfactory quality of education and is well on course to become a good school. The amalgamation of two former schools has been skilfully handled by the headteacher, who is leading and managing well. As a result, this school has swiftly become united and happy. Teaching is satisfactory overall although there are several classrooms where it is consistently good. Achievement is also satisfactory overall and good in several classes. Pupils leave the school with above average standards in literacy and numeracy. They behave well and have very positive attitudes to learning. Value for money is sound.

The school's main strengths and weaknesses are:

- Standards in English and mathematics are above average overall.
- The headteacher has a very clear vision for the development of the school and, with the support of the senior managers, leads and manages the school well.
- Writing skills are taught well in English lessons but not always developed well in other subjects.
- In Reception, too little adult support combined with limitations in management and organisation, results in some underachievement, particularly in writing.
- Support in classrooms, in particular for pupils with special educational needs, is of good quality but limited quantity.
- There are some weaknesses in the way that co-ordinators lead and manage their subjects.
- Opportunities for enrichment are good, particularly in music.
- The school cares well for its pupils, helping them to develop into mature young people.
- Pupils behave well and are genuinely keen to learn, but best use is not always made of their potential to take responsibility for their own learning, or to show their initiative.
- Governance of the school is very good.

This is the first inspection report for the school as it was newly formed in September 2002.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is satisfactory. Children join the school with skills and aptitudes that exceed those expected. They achieve satisfactorily overall through the nursery and Reception classes. By the time they leave the Reception class they exceed the standards expected of them nationally in speaking, listening and reading; in personal, social, emotional, mathematical, creative and physical development; and in their knowledge and understanding of the world. In writing their attainment meets that expected. Thereafter pupils achieve satisfactorily (and sometimes well), leaving Year 2 and Year 6 with attainment in English and mathematics that is above average. Attainment in science is average by Year 6. Although test results indicate that it is better than this, pupils' recorded work over time does not reflect these high standards. Information and communication technology (ICT) standards meet expectations, as do those in art and design, geography, history and religious education. Pupils' independent learning skills need further development.

The school offers a good level of care and **provision for pupils' personal (including their spiritual, moral, social and cultural development) is good.** Attendance is very good and the school has good partnerships with parents and with the community.

QUALITY OF EDUCATION

The quality of education is satisfactory. Throughout the school there is an appropriate curriculum in place. However, adjustments are needed to ensure that all pupils across a year group have similar access to it. It is enriched with a good range of sporting, artistic and musical opportunities and these are well attended. In the several classrooms where the quality of teaching is consistently good, pupils make good progress. In most other classrooms they are adequately taught and make sound progress. In Reception, structured teaching sessions are invariably good although weaknesses in organisation limit some aspects of learning. The work of support staff is good but their time is very limited. Overall, **teaching and learning are satisfactory.**

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher leads and manages the school well and is supported effectively by senior staff. Following the opening of the school five terms ago, prioritisation has been sensible, and has led to the establishment of good systems that will underpin its further development. The work of co-ordinators is sound but some improvement is needed, particularly in subjects other than English and mathematics. Senior staff acknowledge that there are issues such as these still to address, but their determination to deal with them is matched by their capacity to succeed. Governance is very good: governors are knowledgeable about the strengths and weaknesses of the school. They challenge its thinking and, in a meaningful way, hold it to account for the standards it achieves. They fulfil all of their statutory duties.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally happy with what the school provides, but some are concerned about the 60 reception children having free access to two classrooms with limited adult support. Inspectors agree that these are shortcomings in current organisation. The parents of some pupils with special educational needs are concerned about their opportunities for consultation. Inspectors find these to be variable between classes. The school acknowledges the need for action on both of these issues. Pupils are happy to come to school. They enjoy relaxed yet respectful relations with their teachers.

IMPROVEMENTS NEEDED

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

- Increase the opportunities for pupils to write independently, and at length.
- Ensure that Reception classes are organised in a way that allows effective learning.
- Ensure that the support available to pupils with special educational needs allows them parity of opportunity with others in the school.
- Improve the leadership and management skills of some subject co-ordinators.
- Improve opportunities for pupils to take responsibility for their own learning and to use their initiative.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils of all abilities and backgrounds achieve satisfactorily. Standards are above average.

Main strengths and weaknesses

- Standards in English and mathematics are above average.

Commentary

- As this primary school opened in September 2002, the only test data available relates to 2003. There is no indication, therefore, of the trend in standards over time. In the 2003 national tests, however, the school got off to a relatively good start as the table below shows. It compares performances with all schools nationally, and with schools where a similar proportion of pupils is eligible for free school meals.

		All school comparison	Similar school comparison
Year 2	Reading	Above average	Average
	Writing	Average	Below average
	Mathematics	Above average	Below average
Year 6	English	Average	Well below average
	Mathematics	Well above average	Well above average
	Science	Well above average	Above average

- The extent to which the school's attainment differs from that nationally can be seen from the points scores in the two tables below.

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

Standards in:	School results	National results
reading	16.5 (n/a)	15.7 (15.8)
writing	15.0 (n/a)	14.6 (14.4)
mathematics	16.8 (n/a)	16.3 (16.5)

There were 55 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	26.8 (n/a)	26.8 (27.0)
mathematics	29.2 (n/a)	26.8 (26.7)
science	30.2 (n/a)	28.6 (28.3)

There were 54 pupils in the year group. Figures in brackets are for the previous year.

3. Inspectors find that English standards are now above average, both in Year 2 and in Year 6. Standards in speaking, listening and reading are invariably well above average. Writing is weaker, but only in relative terms as these standards are broadly average and, in some classes, slightly better. The school's focus on improving writing is paying dividends although there is still more to do. This necessary action largely relates to developing writing skills in subjects other than English, and the issue is dealt with in detail in the English section of this report.
4. Mathematics standards are also above average in Year 2 and Year 6 and pupils achieve satisfactorily. Standards in science are average throughout the school. As is clear from the first of the three tables above, this judgement is not borne out by the Year 6 test results in 2003. Inspectors judge – and the headteacher agrees – that concentrated revision boosted attainment. The work in pupils' books and evidence from talking with them clearly indicates average standards.
5. Recent building work over two terms placed limitations on pupils access to computers. Despite this, their attainment meets expectations throughout the school. In the other subjects where it was possible to make judgements on standards – art and design, geography, history and religious education – they meet expectations, both in Year 2 and in Year 6.
6. Children join the nursery with skills that exceed those expected. Progress through the nursery is more rapid than through the Reception classes (partly because the adult / child ratio is larger in the Reception classes), but, overall, it is satisfactory through the two years. By the time they leave Reception year, children exceed expectations in the speaking, listening and reading elements of communication, language and literacy. Their writing standards are average. They exceed expectations in their personal, social, emotional, mathematical, creative and physical development; and in their knowledge and understanding of the world. They have, therefore, maintained the above average standards with which they joined the nursery. The picture through Years 1 to 6 is the same: satisfactory achievement. Overall, therefore, pupils join and leave this school with above average attainment. They make sound progress but the school wants them to do better and, to that end, is rigorously pursuing higher standards.
7. Pupils with special educational needs also achieve satisfactorily. Those who are causing concern are identified early and placed on the school's register. They are given some good support in lessons such as English from well-trained assistants, but there is little additional support within other subjects. This slows down pupils' progress in those lessons. The school also has a number of short-term intervention strategies in English and mathematics, to help those pupils who are experiencing difficulties in learning. Pupils for whom English is an additional language receive much the same level of support, and also achieve satisfactorily.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to school and to their learning and they are well behaved. The provision of spiritual, moral, social and cultural development is good overall. Attendance and punctuality are very good.

Main strengths and weaknesses

- Attendance is well above the national average and hardly any pupils are late each morning. Procedures for monitoring attendance are thorough.
- Relationships between pupils and each other and pupils and all adults in the school community are very good.
- Pupils are very enthusiastic about all aspects of school life.

Commentary

8. Pupils like coming to school because lessons are interesting and their surroundings are spacious and attractive. In the playground, the newly established, 'playground pals' help to build good relationships and friendships. The pupils value the pairing of older and younger classes.
9. Pupils' behaviour is good in the classroom, the playground and at lunchtime. There was no indication of any unsociable or racist behaviour during the inspection. Parental responses to the questionnaire were very positive about this aspect of school life and the vast majority agreed that the behaviour of children in school was very good.
10. Relationships within the school community are very good and all pupils respond very well to the guidance that adults give them. The impact of these very high quality relationships is that all pupils are fully included in all school activities. The inspection team found that this newly amalgamated school 'felt like a whole school'.
11. The governing body and the headteacher have a strong commitment to 'developing the whole child'. While pupils undertake day-to-day responsibilities that are common practice in many primary schools, there is, as yet, little that sets this school apart in terms of pupils being given additional responsibility, or opportunities to use their initiative. The school is aware of this issue.
12. The provision of spiritual, moral and social development is good. Opportunities are provided in assemblies for pupils to reflect about the meaning of stories and events in the Bible. All pupils have a clear idea of right and wrong and they are encouraged to become mature and responsible. They have a good understanding of the needs of those who are less fortunate than they are. Good opportunities are provided for social development through such activities as the school council where pupils gain an understanding of democratic decision making and listening and speaking to each other. The council has elected representatives from all classes and meets regularly. Pupils believe that their opinions and ideas are valued so that they really have a major input into school life. Older pupils have the opportunity to debate issues in class.
13. The provision of cultural development is satisfactory. Pupils are provided with opportunities to understand and appreciate their own culture and that of others through visits into the community and visitors who are welcomed into school.
14. Registers are taken correctly and the school obtains reasons for absence. Unauthorised absence, which is broadly average, arises when a few parents fail to explain the reason. Parents seek permission for holidays in term time. Security guidelines on the need to contact parents on the first day that a pupil is absent without explanation are followed, although there is no written record of pupils who arrive or leave between registrations. There was one, fixed-term exclusion during the last school year.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.8
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	418	1	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	2	0	0
Black or Black British – African	2	0	0
Chinese	5	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Provision is satisfactory and improving.

Teaching and learning

The quality of teaching is satisfactory and, for pupils of all capabilities and backgrounds, the quality of learning is the same. Assessment is sound.

Main strengths and weaknesses

- Some unresolved curriculum issues impact on teaching and learning.
- Throughout the school good classroom management and positive relationships support learning very well.
- The work of support staff is good, but the hours available are limited.
- There are good assessment systems in place.
- The use of assessment to raise attainment is sound overall but there are examples of excellent practice.

Commentary

Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	7 (15%)	18 (39%)	17 (37%)	3 (7%)	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 overall quality of teaching is satisfactory. As is evident from the table above, the lessons observed during the inspection showed a slightly stronger profile. However, careful scrutiny of pupils' work since September of last year highlighted some features that reduced the overall quality to sound. There were examples of:
- pupils in different year groups doing the same work at the same level: the Easter story in religious education, for example;
 - different work being covered by the two classes in the same year group: in Year 2 science, for example;
 - differences in the quality and quantity of pupils' recorded work, particularly between the two Year 4 classes;
 - limited independently produced longer pieces of writing in subjects other than English.

That is not to say that these features permeate teaching quality throughout the school. They do not. However, they do impact negatively on the learning opportunities of some pupils in some subjects, and lead to some inequality of opportunity.

16. Teaching in the foundation stage is satisfactory overall but good in the nursery. All adults are good role models and planned activities are appropriate and interesting. It is the limited adult support in Reception (where there are three adults supervising 60 children in a two-room setting) and weaknesses in organisation and management that flow from this inadequacy, that pegs learning at satisfactory.
17. On the positive side, all teachers in the school manage pupils well. They establish warm and respectful relationships with them and create a relaxed environment in the classroom. In addition to these notable qualities amongst all staff, specific features were evident in lessons judged to be very good or excellent. In an excellent Year 6 literacy lesson, for example, it was the ability of the teacher and pupils to converse on equal terms that enabled such impressive learning on interview genre to take place. In a Year 6 music lesson, the excellent subject knowledge of the teacher led to confident teaching that opened up choice and challenge to pupils. Subject expertise and enthusiastic teaching was particularly evident in Year 5 science and in Year 3 ICT lessons. In Year 3 design and technology it was the combination of concentration on skill development and on challenge that led to very good learning. In a Year 1 literacy lesson it was excellent use of assessment, and work that was particularly well matched to the range of ability in the class.
18. In lessons where teaching and learning were satisfactory it was invariably a relatively slow pace and a limited ability to enthuse and challenge pupils that were the limiting features. A small proportion of teaching was unsatisfactory. This was largely the work of a supply teacher who, during the inspection, was not adequately familiar with the conduct or capabilities of the pupils in the class. This resulted in the pupils making limited progress.
19. Pupils with special educational needs and those for whom English is an additional language are fully included in lessons. Most teachers plan work that is matched to their ability levels, in English and mathematics although the same is not always the case in other subjects: tasks are sometimes difficult and there are times when pupils do not receive sufficient additional support to help them understand and complete them. Those pupils with special educational needs have individual education plans. The targets on these plans are usually clear and comprehensive although they are sometimes broad and not broken down into sufficiently small and achievable steps. The special educational needs co-ordinator provides good support to class teachers to assist with the writing of individual education plans to ensure that they are relevant.
20. The hours of classroom support currently purchased by the school are small. Reference has already been made to the inadequate adult-child ratio in Reception. In addition, in the 12 classes from Years 1 to 6 there is the equivalent of 1.7 full-time, general support staff. Their time, therefore, is thinly spread and, as it is devoted largely although not exclusively to literacy, it is of very limited benefit to pupils (particularly those with special educational needs) when working in other subjects. The quality of this support, however, is good. Support staff are well qualified and experienced and make a positive contribution to the progress of the pupils with whom they work.
21. From a very low baseline the headteacher and deputy headteacher have worked hard and productively to establish whole school assessment systems and practices that will support learning and raise attainment. These systems are now in place and, although they are still being fine-tuned, they serve the school well. They facilitate tracking of the progress being made through key stages, year groups, classes and genders; and by individuals. The data is used to highlight potential problems and to trigger support; Early Literacy Support, for example.

22. At classroom level, assessment practice is variable. In some classes pupils' understanding of how well they are doing – and of what they need to do to improve – is exemplary, particularly in English. In Year 6, for example, one teacher held 'mini tutorials' with individuals to discuss particular aspects of their work. The quality of discussion was impressive and pupils' contributions were extremely mature. Some teachers have devised effective systems for the much younger pupils in the school. In Year 1, for example, because the pupils knew that their teacher wanted to see a capital letter, an 'ai' word and a full stop in each sentence, they were fully competent in checking and correcting their own work. Practice of this quality is limited to some classes and is significantly more evident in English than in other subjects. However, it does provide a base for development to all classes and across the full curriculum.

The curriculum

Curriculum provision is satisfactory.

Main strengths and weaknesses

- Pupils' learning is enriched by a good range of extra-curricular clubs, visits and visitors to school.
- Pupils across year groups do not always enjoy the same level of learning experiences in some subjects.
- The accommodation is good.
- There are too few computers.
- There are too few teaching assistants to support learning.

Commentary

23. The curriculum meets statutory requirements to teach all subjects of the National Curriculum and religious education. Provision for children in the Foundation Stage is planned to provide a wide range of experiences covering all the recommended areas of learning. Since amalgamation, the school has worked hard to plan a curriculum that ensures appropriate curricular coverage in all subjects. It uses national guidance but as yet there is no secure system in place to ensure that the pupils develop the necessary skills in all subjects as they move through the school.
24. The curriculum is planned to ensure that all pupils receive similar experiences and opportunities across the two classes in each year group. However, in practice there is some unevenness (mainly in subjects other than English and mathematics) and this leads to unequal access in the classes concerned. At the moment this is not being picked up and addressed by curriculum coordinators. In order to provide work that is more closely matched to pupils' abilities, the pupils in Year 6 work in ability groups for English and mathematics. This works well.
25. The school makes satisfactory provision for pupils with special educational needs. Although there is some good quality support, there are insufficient support staff to enable these pupils to take full advantage of the planned curriculum and make a more rapid rate of progress. The individual education plans for pupils with special educational needs state clearly what pupils need to learn in order to make progress. The targets set, although generally achievable and realistic, are not always broken down into sufficiently small, achievable steps.
26. The provision for pupils' personal, social and health education is satisfactory. This element of the curriculum is taught regularly in each class, also as part of 'circle time' (a time when everyone has a chance to discuss issues of common interest) and as elements of other subjects such as science. The dangers of alcohol and drugs misuse are taught to older pupils in these lessons and as part of the science curriculum. The school has a clear programme for sex and relationships education, which is taught to older pupils. Parents are informed before

these lessons take place so that they are fully aware of the content. The school makes good use of the school nurse and projects such as the 'Crucial Crew' (dealing with a wide range of issues related to personal safety) to support its work.

27. The school has satisfactory arrangements for pupils before they start in the nursery and before they transfer to each of the next stages of their education. It has established satisfactory links with the local high school to which most pupils transfer, and has plans to extend these further. Teachers from the secondary school visit the school and pupils in Year 6 complete transition units in mathematics and science. There are good links with other local primary schools: curriculum co-ordinators meet regularly with regard to developing curriculum practice. The school has also established good links with a local school for pupils with special educational needs and has shared a Performing Arts project with them.
28. The school provides a good number of activities outside of the school day. These include a number of after school clubs including dance, the school choir, a writing club, church club, French and a wide range of sports. These activities are well supported and some are open to both infant and junior classes. The peripatetic music service affords opportunities for pupils to play a musical instrument such as keyboard and woodwind. The curriculum is enriched by an extensive range of visits to places of interest, both within the local area and further afield. These cover a wide range of curricular areas and, in particular, the school makes the most of its proximity to York, visiting places such as the Minster, the museums and the theatre. Visits further afield include a mosque and Newby Hall. Older pupils benefit from a residential visit to the outdoor centre at East Barnby. Pupils' learning is further enhanced through a range of visitors to school including artists, musicians, authors, theatre groups and coaches for sports such as cricket, tennis, rugby and also football (from members of York City football club).
29. The school has a good number of suitably qualified teachers who work well together. However, there is an insufficient number of teaching assistants to provide adequate support for pupils who find learning difficult and for children in Reception. The quality and adequacy of the accommodation is very good. There are two halls, as well as good outdoor areas, which mean that pupils in both the infant and junior classes have easy access to good facilities for physical education. Although learning resources are adequate, there are too few computers. The school is aware of this shortfall and is taking action as quickly as funds allow.

Care, guidance and support

Health and safety procedures are good. Staff have very good relationships with pupils, which promotes good pastoral care. The school gives satisfactory support and guidance to pupils based on the monitoring of their achievement. It involves pupils well in its work and development.

Main strengths and weaknesses

- Health and safety procedures are thorough.
- Pastoral care for individual pupils is good and they can turn to someone they trust for advice and support.
- The school council is effective in promoting wider learning experiences and allowing pupils to express their views.

Commentary

30. Child protection procedures are in place and the school has had very good liaison with outside agencies in the few cases requiring further action. Sufficient staff are trained in first aid care for pupils who are ill or who have accidents. Most pupils are confident and secure. The site is safe and equipment is regularly checked for continued safe operation, although electrical testing for portable equipment (contracted out to the local authority) has not been kept up to date. Some of the toilets are malodorous despite the good efforts of the cleaning and

caretaking staff. Staff make routine inspections to identify any hazards and governors are well involved in regular, focused general site risk assessment. Procedures for planning the safety of off-site activities are in place, in line with regulations.

31. Staff discuss personal issues with pupils regularly, either in registration time or in personal and social education lessons. They know their pupils well, have an open and friendly relationship with them, and this allows good pastoral care. A few parents reported that their child had been bullied, but there was no sign of any conflict during the inspection and pupils said that if there are any problems, they are quickly and effectively resolved by staff. Although pupils are set personal academic targets for improvement this is not consistent. In many lessons, teachers give insufficient emphasis at the start about what the pupils should learn but in other cases, for example in a Year 6 English lesson, pupils were given very good individual advice on how to improve their writing. Support for pupils with special educational needs or for those whose first language is not English is sensitive but targets on individual education plans are sometimes too broad to be helpful.
32. The school council acts as a good sounding board for pupils' views and recommends action to improve the school. Representatives canvass the views of their class and feedback on what has been discussed and decided. As an example, pupils have – in the past - been asked for their views on access for those with disabilities, and are currently considering the school grounds environment. Such good practice not only gives pupils a greater sense of ownership of their education but also widens their experiences and enriches their learning.

Partnership with parents, other schools and the community

The school has good links with parents and the community. Liaison with other schools is satisfactory.

Main strengths and weaknesses

- The school provides good information to parents about the curriculum.
- Parents provide good support at home for their children's work.
- The school is at the heart of village life.

Commentary

33. Parents are given good information, both when their child begins school, and throughout their time there, about what is taught, and how it is taught. A very good example is Reception, where parents are not only told that their child will be studying plants but advised on how they can help at home by planting seeds, visiting nurseries and looking at flowers in various ways that support several areas of learning. Regular newsletters keep them up-to-date with practical information. The annual pupil reports meet statutory requirements but sometimes give too little information on progress and do not always describe how the pupil needs to improve in a way that enables parents to give support. A significant minority of parents is concerned about the quality of this information and the school has not yet investigated this sufficiently to give a meaningful response. The reports describe pupils' personal development well.
34. Most parents hear their child read at home and give appropriate support with homework. The school has recently introduced a planner in which pupils can record what work they have to do. In theory, these planners act as a means of dialogue between the teacher and parents but in practice rarely do so. Virtually all parents attend the formal consultation evenings when their child's work is discussed with the teacher. The friends of the school organise social and fund-raising events which contribute both additional resources and to the community ethos of the school.

35. The school draws on the community to raise pupils' cultural awareness and in turn contributes to maintaining that culture. Pupils, coached by parents, practise hard for three months to perfect their maypole dancing for the village festival at the end of May. They take part in competitions and contribute to the arts and crafts exhibition. The school is well used for adult activities such as a computer skills course and for other groups like the 'Rock Kids', run by a local Christian group. Local churches contribute to learning in religious, moral and spiritual education in assemblies and religious education lessons. Local senior citizens are invited to assemblies and coffee mornings and the school orchestra plays for them at the residential home at Christmas. There are few links with local businesses that might broaden pupils' and staff experience.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The governance of the school is very good. The leadership of the headteacher is good.

Main strengths and weaknesses

- The governors are very knowledgeable about the school's strengths and weaknesses.
- The headteacher has a very clear vision for the development of the school.
- The school's development is strategically planned.
- Not all subject co-ordinators have a clear understanding of what is being taught in each class and year group in their subject(s).
- There is no policy for the induction of newly qualified teachers or teachers who are new to the school.

Commentary

36. The governing body fulfils its role very effectively. Governors are clear that although they have high academic aspirations for pupils, their first aim is the development of the 'whole child'. They talk knowledgeably about the current strengths and weaknesses of the school and are certainly well enough informed about these issues to challenge the headteacher in a meaningful way. They are justified in suggesting that their strong committee structure supports the development of – and makes good use of - specific expertise. With regard to finance, they are aware that they have been prudent and rightly identify uncertain pupil numbers. However, in addition to an ongoing cycle of redecoration, governors' declared intentions to fund additional support staff as well as whiteboards and projectors in each class are testament to their accurate overall awareness of the needs of the school.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	864,442
Total expenditure	888,021
Expenditure per pupil	2,331

Balances (£)	
Balance from previous year	131,247
Balance carried forward to the next	107,668

37. Since taking up this post, only five terms ago, the headteacher has made very good progress in unifying two previously separate schools. He has done this through his vision for the whole school and his determination and ability to set appropriate priorities. He works in an inclusive way with governors and all staff in preparing the school development plan. This clearly sets out the priorities for the forthcoming year in all areas of school and curriculum management. Because of the detailed information supporting each priority, staff and governors can be confident that they are achievable. Additionally, the plan is monitored through formal progress reports and the extent to which it is successful in meeting the requirements of the

school's three-year 'Strategic Objectives and Aims'. The headteacher has a good awareness of current strategies that he can adopt to further develop and enrich the teaching and all pupils' learning. He has rapidly deployed an effective team of senior managers.

38. Some subject co-ordinators are relatively new to their responsibilities. In several subjects, religious education and science, for instance, there is insufficient understanding of what is being taught and of the need to ensure that pupils in both classes within a year group have similar opportunities. Teachers' planning and pupils' work are not regularly monitored by coordinators to ensure that teachers are teaching according to the plans that have been devised. As a result, pupils in different year groups sometimes cover the same work. This creates inequality of opportunity for the pupils involved.
39. The management of special educational needs is good. The co-ordinator for special educational needs has a thorough knowledge of the pupils within each class, with a good awareness and understanding of the range of needs within the school. Since the amalgamation of the two schools she has introduced a common approach to writing individual education plans and is currently developing teachers' skills further in ensuring that these are clearer and relevant. Where the pupils receive support within lessons, this is of good quality. Where relevant, pupils receive appropriate support from the local education authority support services. The special educational needs co-ordinator keeps well-documented evidence and records. The progress of the pupils is carefully monitored and arrangements are reviewed regularly and adjustments to provision made accordingly.
40. The most recently appointed newly qualified teacher received support from a mentor and attended a good range of courses. However, there is no school policy to inform newly qualified teachers of how they are to be monitored, what support structure is available to them and what opportunities will be provided to supplement their professional training.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is satisfactory overall but it is good in the nursery. Children are prepared adequately for transfer to Year 1. The children enter the nursery after their third birthday and move into the Reception class in either September or January of the year in which they are five. Some children join the Reception class from other pre-school provision. All children achieve well during the nursery because the teaching is good, and because the curriculum is appropriately planned and organised to provide a wide range of interesting and relevant activities, which are well matched to their needs. All adults set very good role models for the children and manage them well. There is a good ratio of adults to children, ensuring that the needs of all are well met. The attainment of children entering the Reception class is above that expected nationally and children achieve satisfactorily through the Reception year so that their attainment remains above average in most areas of learning when they enter Year 1. Weakness in the provision in the Reception class arises partly from the unsatisfactory staffing ratio: 60 children and three adults in an open, but two-room setting. As a result, children do not have sufficient support for the many group and individual activities in which large numbers of them are simultaneously involved. Hence, children spend too much of their time unproductively. In addition, (although plans are afoot to address the issue) no monitoring of free choice tasks yet takes place. This means that there is no secure means of judging whether children are experiencing a balanced curriculum. Activities are invariably appropriate, well prepared and resourced. However, when children choose an activity they are often insufficiently aware of what they are expected to do - or learn from it - because they are not reminded frequently enough of the purpose of the activity. For example, on a colouring table children were provided with outlines of flowers and vegetables together with reference books to look up the correct colour of the flower or vegetable. This did not happen; they coloured away with felt pens, using what ever they fancied and learning very little.

The accommodation and resources both inside and outside are good. The Reception staff make good use of the outside area for planned activities, although the children do not have continuous access to this area.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff provide good role models.
- Routines are quickly established and children readily take responsibility.
- Positive relationships are being established and so children feel confident and happy.
- Without adult support and encouragement children choose undemanding free choice activities.

Commentary

41. Teaching is good. Routines are quickly established in the nursery and continued through the Reception class. Children know these routines well, settle to tasks with a minimum of fuss, and behave sensibly. Staff present the children with good role models so children know what is expected. Children put up their hands to answer questions and take turns during whole class sessions. They are polite to visitors and willing to talk about what they are doing. In the nursery the children work in a calm, controlled environment so that by the time they enter Reception their attainment is above that which is expected for children of this age. During the Reception year children's achievement is satisfactory so they at least meet expectations by Year 1, and many exceed them. The larger number of children combined with weaknesses in

the organisation and management of the Reception class means that a calm nursery atmosphere, evident when children are engaged in independent activities, is not replicated. This affects the children's desire to learn and the amount of effort that they will independently put into an activity when it is unsupervised. Although children quickly choose an activity, the tendency is to choose those requiring little effort. Role-play is unchallenging because of lack of adult input and support. Children are expected to clear up after themselves, which they do without prompting: in the nursery, as soon as the 'clearing up' music begins to play, children start to put things away. Circle time is used effectively enabling children to explore their own feelings and those of others.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff provide good opportunities to develop the children's language skills, and teaching is good.
- The standards pupils reach in writing are not high enough, especially for the higher attaining children.

Commentary

42. Children entering the Reception class are articulate, confident and willing to talk about what interests them. They enjoy books and stories and know that words carry meaning. Most children have learnt to write their name. Standards on entry to the Reception class are higher than expected. At the end of the Reception year children have maintained these standards, so they exceed the learning goals in speaking, listening and reading. Their achievement in writing is unsatisfactory: they reach expected standards but do not exceed them. Writing standards are not high enough because children have too few opportunities to write when there is an adult to support them. Group writing sessions with the teacher are limited and although writing materials are readily available within the free choice activities, without an adult to give support and encouragement, children often choose to colour pictures instead. Teaching in whole class and in focused groups is good. Teachers split the literacy hour into sensible length sessions. As a result, children do not sit on the carpet for prolonged periods of time and their concentration is good. The teaching of sounds is thorough and children use this knowledge to help them read and write. They enjoy books, and listen attentively when a story is read to them or when they join in shared reading in a whole class group.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Teachers plan a suitable range of activities to support learning and to ensure that children achieve satisfactorily. Mathematical language is carefully taught.
- There is insufficient adult support for children undertaking mathematical games.

Commentary

43. Teaching to the whole class and to small groups is good. As a result, learning is good in directly taught sessions. Probing questions encourage children to think about mathematical concepts, and mathematical language is carefully reinforced. Incidental opportunities at registration time are used well to reinforce counting skills. As with the literacy hour, the numeracy lesson is split into suitable short parts, so that whole class sessions are of a

suitable length. Sometimes class sessions are not always challenging enough for the majority of children. For example, when most reception children can count to at least 20, a game that requires them to recognise numbers to ten and then count the correct number within ten does not meet the needs of many. This is not always the case, however. For example, estimating the number of paper flowers in a bunch of more than ten was demanding for all children. The weakness in the provision for mathematical development is in the tasks that children choose for themselves. Mathematical games and activities have little or no adult support with the result that children do not learn adequately enough from them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A range of interesting activities is planned to promote learning in this area.
- Staff use questioning effectively to enhance the children's knowledge and understanding of the world about them.

Commentary

44. Teaching and learning are good and children achieve well. Most are working at levels above that expected for their age. A good variety of appropriate and interesting activities is planned to stimulate children's curiosity and enhance their understanding. The nursery and Reception class follow the same topics on a two-year cycle. At the time of the inspection children were busily engaged in gardens, planting seeds, and examining fresh fruit. A wide range on display in the nursery prompted two children to examine the fruits with the aid of a magnifying glass, commenting to each other on what they saw and working with confidence. Other children, working with the nursery nurse, tasted a variety of fruits including some exotic ones, before they recorded their favourite on a chart. Learning in this session was good because children were encouraged to give opinions about the fruit they tasted, especially flavours that were new to them. Reception children worked with purpose outside, digging for worms and planting seeds with the teachers. They made decisions on which would be the most suitable plants to grow over the 'den', prompted by good teaching that challenged them to consider the characteristics of the sort of plants that would be needed.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teachers make good use of the hall for structured dance lessons.
- Outside sessions are well planned and resources are good.

Commentary

45. The outdoor play area is a good resource and the combination of this and the hall provide for good opportunities for physical development. Teaching and learning are good and all children meet the expected standards in this area by the end of Reception. The combination of level hard surfaces and grass provide good opportunities for the outdoor curriculum. A series of boxes for outside play (and containing equipment linked to a theme such as 'explorers' or 'games') are in the process of being finalised and these should further enhance provision. The nursery children have access to part of the hard surface where they are skilled on wheeled toys. The self-regulating system works well and children know how many children may play at a time. The Reception children may choose to go out at planned intervals during the day and

(with the exception of the occasional class activity and at lunchtime) do not play on the main school playground. During one session most children were engaged in activities linked to the gardening topic. As a result, apart from digging, little was seen of the development of large motor skills. In the hall nursery children tried very hard and concentrated well as they followed good demonstrations by their teacher and nursery nurse. They used the space well and moved sensitively to the music with quick and slow movements as they developed from caterpillars into butterflies. Children develop their manipulative skills well by handling dough, scissors and brushes, and manipulate small and large construction equipment with dexterity.

Creative development

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Opportunities for role-play are good.
- Lack of adult support limits the quality of imaginative play.

Commentary

46. Overall evidence for this area of learning points to satisfactory teaching and learning. However, it is not possible to form a secure judgement on standards or teaching in the music element. Artwork on display indicates that children reach expected standards in this area of creative development. The opportunities for creative play are good but the level of staffing prevents these areas being used effectively. A picnic area within the Reception classroom, a garden centre and café in the shared area have the potential of providing rich learning experiences. Lack of input from staff into these areas result in children not entering into the role-play that is intended. Instead children play at a superficial level so neither their language skills or their imagination is fully challenged.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Speaking, listening and reading standards exceed expectations throughout the school.
- The range of opportunities to write in subjects other than English is limiting.
- The quality of teaching in literacy lessons is variable, but good overall.
- The subject is effectively led.

Commentary

47. By the time pupils start Year 1 they speak with confidence and use a good range of vocabulary. The school builds well on these skills and by Year 6 pupils are articulate when explaining and when expressing opinions. Their repertoire of subject specific vocabulary is also very good. They listen attentively, not least because their lessons are generally interesting.
48. Reading skills develop well throughout the school and by Year 6 they are well above expectations. The school's decision to dedicate time outside the literacy hour to group reading sessions has been one contributory factor, but the good quality of these sessions and the continual support of parents are two others. Pupils read a good range of books and many select reading materials from home. Their comprehension of what they read is of a high standard, helped by their broad vocabulary.

49. Improving writing standards is high on the school's agenda for the current year. Senior staff have concentrated particularly on ensuring that teachers have the skills they need to model writing well, and these efforts have been successful. The writing that pupils produce in their literacy lessons is more extensive and of better quality than is often seen. The removal of 'guided reading' sessions from literacy lessons has, of course, made additional time available for some other aspects of English – and writing has benefited. In addition, teachers ensure that writing tasks cover an extensive range of genres.
50. The quality of teaching seen ranged from excellent to satisfactory. Overall, it was good. This is mirrored over time and leads to good achievement in literacy lessons. Several features of the one outstanding lesson are noteworthy. Firstly there was a very 'equal' relationship between the teacher and the Year 6 pupils, and the pupils accepted enthusiastically the opportunity to be treated as young adults. The quality of the conversation that resulted was impressive. The pace of the lesson was really brisk and this left pupils with a worthwhile writing slot, during which everyone worked hard. Finally, the teacher made excellent use of this writing time to hold 'mini tutorials' with several pupils: an exemplary example of using assessment to raise attainment.
51. The work of support staff is at its best and most plentiful in literacy lessons. This leads to good provision for pupils with special educational needs and for those whose first language is not English. When necessary, programmes of work such as that for Additional Literacy provide good support for those who need it.
52. The subject is well led. In particular the time and money devoted to training teachers in the skills of modelling writing for their pupils has been well spent. Writing opportunities in literacy lessons have been well planned and these have had a significant impact on overall standards.

Language and literacy across the curriculum

53. Pupils' speaking, listening and reading and writing skills serve them well in all subjects of the curriculum. In return, subjects other than English provide pupils with good opportunities to read a range of texts and to develop their vocabulary. Writing opportunities in subjects such as science, geography, history and religious education are, however, limited, as there is an over-dependence on the use of worksheets or on other forms of writing that ask little in the way of independent writing. This pegs achievement at satisfactory. There remains much potential for writing skills to be developed in these subjects, and pupils would benefit if this was undertaken in a structured way, and carefully monitored. In addition, writing opportunities sometimes vary between classes in the same year group. This was particularly the case in Year 4, and it leads to inequality of opportunity.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in Years 2 and 6 are above average.
- Assessment is used well to track pupils' achievements.
- Marking is not always used well enough to help pupils improve.
- Not all pupils are aware of what they need to do to improve.

Commentary

54. Pupils make satisfactory and sometimes good progress, so that by the end of Years 2 and 6 the majority of pupils achieve the expected levels with a considerable number achieving at the

higher levels. As most pupils enter the school with standards that are close to or above average, their achievements are satisfactory overall.

55. The quality of teaching and learning is satisfactory overall although in the lessons seen, teaching was mainly good but unsatisfactory in one lesson. Teaching is more variable in Years 3 to 6. As a result, the rate of progress varies from class to class: it is satisfactory overall. Planning is clearly based on the National Numeracy Strategy with lessons that are carefully planned and structured. The teaching of numeracy skills is particularly strong, which leads to good achievement in this aspect of the subject. Pupils' achievements in other areas of mathematics are satisfactory. In order to improve the standards that the pupils achieve, the school has adopted setting arrangements in Year 6, based on pupils' abilities. This helps to ensure that work is more closely planned to meet the needs of individuals.
56. In the most effective lessons, teachers have secure knowledge and understanding, which are reflected in the good pace, the level of challenging questioning and discussion that takes the pupils' learning forward. They engage the interest of the pupils through well-planned activities and a range of strategies that are clearly matched to pupils' levels of understanding, particularly in the oral and mental sessions. For example, across the school they use a number of 'games' which both engage pupils' interest and present appropriate challenges. They provide opportunities for pupils to work out their answers to problems using a range of methods, and expect them to explain the processes involved in reaching an answer. They make good use of a wide range of resources, and provide clear explanations and demonstration of different methods of calculation. Pupils respond well to these challenges and several are keen to develop the challenges further. For example, when exploring symmetry in shapes, a group of boys in Year 4 worked out that, within a circle, the number of lines of symmetry was 'infinite'.
57. Pupils' work is marked regularly although the quality of marking varies across the school. Some gives good direction on how to improve but this is inconsistent between classes. The school has developed good procedures to assess the achievements of its pupils, based on regular evaluations by class teachers and standardised tests. This information is used well to plot the achievements of pupils and to set targets. However, it is not yet used specifically enough to set targets with individual pupils to give them a clear picture of how they are progressing or of the next stage of their learning. The presentation of pupils' work is variable; it is sometimes untidy and lacks clear organisation. Although teachers plan work that is appropriate for pupils with special educational needs, there is little available support from teaching assistants to assist them in most classes.
58. The management of the subject by the two co-ordinators, who have recently taken over the responsibility, is satisfactory. They have been involved in evaluating standards and have had a few opportunities to monitor teaching and learning. The school has recognised the need to develop this further if a whole school approach to the subject is to be established.

Mathematics across the curriculum

59. The pupils make satisfactory use of their mathematical skills in subjects such as science where they use graphs, and when using data in geography. These opportunities tend to be coincidental rather than planned. There are some opportunities for pupils to use ICT to support their learning in mathematics, for example when using spreadsheets, although this is an area that is not yet fully developed.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils attain high standards when national test results are taken into account.

- The quality of teaching in Years 4 to 6 is good and pupils in these classes achieve standards that exceed expectations.
- Whilst the co-ordinators have prioritised what they need to do, these do not reflect the needs of science throughout the school.

Commentary

60. In the most recent tests, pupils' attainment was well above the national average. In lessons observed and in pupils' past work, whilst there was some evidence of high standards, attainment was generally in line with expectations for their ages. As yet, all pupils do not consistently follow a programme throughout the school that will advance their scientific understanding and skills as well as extend their factual knowledge. When pupils' past work was analysed, it became clear that topics covered within a year group were not always taught to the same depth in both classes. Hence, pupils' experiences varied. For instance, in Year 3, pupils of both classes tested the effects of different drinks on eggshells in order to conclude which drink would be least harmful to teeth. The recording of their investigation differed greatly in style and quality. Whilst work in one class gave a summary of findings, the other supported the methodology with clear diagrams and presented the topic in a much more comprehensive way. Sometimes pupils in one class cover work that is not covered by the other class in the same year group. In some classes, worksheets are used extensively and in others, they are not. These generate inequality of opportunity.
61. Whilst teaching is never less than satisfactory, it is sometimes very good. For example, a Year 5 teacher enlivened the lesson with his own enthusiasm for the subject. He used opportunities to demonstrate to pupils, during a brief discussion about Leonardo da Vinci, that our interests and skills should be developed in other fields. Seamlessly, he moved on into the lesson's objectives concerning light, sources of light and reflection. His style engaged his pupils and encouraged them to think more deeply about the place of science in our world, and of significant leaders in the field. The teacher's expertise enabled him to skilfully guide pupils through the minefield of misconceptions surrounding the topic of light, shadows and reflection, including the movements of the earth and moon in relation to the sun. Pupils' attainment in the lesson was good as was their achievement: the result was real gains in their knowledge and understanding.
62. There are two co-ordinators of science; one for the upper and one for the lower school. They have prioritised the need to catalogue resources, and the upper school science co-ordinator intends to develop environmental topics in the school grounds and the immediate locality. Whilst the latter should enrich the science curriculum, the more urgent need is for co-ordinators to be secure in the knowledge that long-term planning throughout the school and the approach, method and content that teachers adopt are appropriate. Science will be a school priority in the next year. This will give opportunities for everyone to focus on these significant issues.

INFORMATION AND COMMUNICATION TECHNOLOGY

63. Insufficient ICT lessons were observed to make a secure judgement on overall provision. Past work and discussions with pupils indicate that, by the end of Year 6, the standard of pupils' work is in line with expectations.
64. Pupils from Year 6 talked about a good range of ICT applications that they have used, including a simulation programme that requires them to successfully answer questions and manage data in order to move through the levels with increasing challenge. They used a presentation programme. This enabled them to present their topic work as a series of hyper-linked pages that included graphics and text about Whitby, the location of a recent visit. This programme will have involved them in a wide range of options, decisions and format controls including the insertion of 'action buttons'. These are programmed, by the pupils, to take the user to a specific piece of information when clicked, using the mouse. They have issued single

commands and sequences of commands, in order to programme the movement of an on-screen 'robot'. Year 3 pupils used computers and the Internet to prepare a story that contained clipart with an associated sound. Clicking the clipart as the story is read, plays the sound effect relative to that part of the text. Pupils show a good level of understanding of the use of ICT in everyday life and the potential dangers in using the Internet.

Information and communication technology across the curriculum

65. In lessons seen during the inspection, ICT resources were used infrequently, although pupils could describe their past use of ICT in mathematics and literacy. They have used the Internet for science revision, and a presentation programme for geography. During the recent building works there was no access to a computer suite for many months. This has affected the range and frequency of pupils' experiences. However, ICT is about to go into its second year as a school priority. The headteacher and co-ordinator understand the need, during this period, to ensure that ICT becomes a more integral part in the work in other subjects. More interactive whiteboards are planned for classrooms to enhance teaching and the school is now aware that the pupil to computer ratio is too high.

HUMANITIES

66. **History** and **geography** were sampled during the inspection. Work seen and an examination of planning documents indicated that standards are at the expected level in both subjects throughout the school, although history standards are slightly higher than geography because of its higher profile in the past. The quality and amount of recorded work undertaken by pupils sometimes varies across the same year group. The school has now adopted nationally recognised curriculum guidelines for its schemes of work to ensure that skills are progressively taught. These schemes are in the early stages of development and the school recognises that the work in the units suggested requires adaptation to meet its needs.
67. The use of the local area is well developed in both history and geography. In Year 2, photographs of new and old houses in the village are used well as a source to trace changes in buildings, while recognising that some new houses may be built in an old style. In Year 5 surveys around traffic problems effectively combine work in geography, mathematics and ICT. History is brought to life in Year 4 through the imaginative use of video clips of life on board a Tudor ship. Research skills are well developed in Year 3 as pupils are supplied with written material and artefacts from World War 2 to enable them to answer questions that they themselves have posed.

Religious education

Provision in religious education is **satisfactory**.

Commentary

68. Teachers have started to use the new Locally Agreed Syllabus as the basis of their work and requirements are being met. Based on the several lessons seen, on pupils recorded work and on discussion with them, the quality of teaching and learning is sound overall. Year 6 pupils talk about a range of faiths that they have studied throughout school, including Christianity, Judaism and Sikhism. Their learning and knowledge of these faiths have been enriched through visits to a synagogue and a Sikh temple. They have a good understanding of modern day conflicts based on their opinions that people hold different views and a different understanding of the problem. 'We need to understand their emotions...' was one of their responses, demonstrating a very sophisticated level of understanding and tolerance. In a Year 6 lesson on similarities in some faiths, pupils were asked to record their ideas about the 'beginning' and the faiths that have similar teachings on the subject. When it came to identifying the faiths, some pupils had considerable difficulty. The lesson relied on knowledge that many of them could not readily call upon.

69. Whilst not all learning in religious education will be written, there is a lack of recorded work in Year 5 and in one of the Year 6 classes. This makes reaching an accurate understanding of pupils' progress and attainment very difficult. When looking at past work in some year groups, there is some repetition of content in successive years and differences in the depth of study in some topics between classes of the same year. This means that pupils' work in one year does not always form a good foundation for their learning in later years.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. Too little teaching was seen in **art and design**, and in **design and technology, music and physical education** to support firm judgements on provision.
71. In classrooms and in corridors around the school there was much **artwork** on display. All was at least at the expected standard and a significant proportion was of good quality. For example, linked to the work of William Morris, Year 2 pupils had produced impressive pastel drawings and collages based on natural forms. Of an equally good standard were the clay figures of people in action, produced in Year 6. Lessons in art contribute well to pupils' cultural development. For example they had studied Clarisse Cliffe, Matisse, Kandinsky, the work of a local sculptor and some aboriginal art. The displayed work in **design and technology** met expectations. Some was good: the planning, making and evaluation of musical instruments (particularly the rainsticks) in Year 5, for example.
72. Pupils in Year 6 performed their original **musical** compositions in front of the whole school, staff and inspectors. They had worked in groups of four and, during the performances, showed very good levels of effort, skill and teamwork. One of their songs included a particularly complex piano accompaniment played by one of the pupils. It had a rapidly changing rhythm structure and included a key change. The intervals between some notes were challenging to sing and the song demanded much of their ability to control breathing to produce a sense of phrase. Another group performed their song, 'Season Stream'. This included flute and keyboard accompaniments. The song had many vital musical structures including repetition, verse and chorus and contrasting rhythms. The use of the minor key was very effective in communicating the theme and meaning of the lyrics. These very high quality compositions came from very good teaching of the kind observed in a Year 6 lesson in which the teacher gave the pupils real choices in their work so that they could experiment and arrive at decisions based on experience.
73. Pupils' learning in music is greatly enriched through opportunities to take part in projects in the community and with other schools. They recently worked with a local special school on a project based on the 'procession, ritual and celebration' cycle of the people of Ghana in their need for rain. Professional musicians worked with the pupils of both schools and involved them in technically demanding instrumental parts. This also promoted their understanding of others' needs and rights to participate, in this case, with the help of pupils from Poppleton Ousebank Primary School.
74. Inspectors observed only a limited number of lessons in **physical education** in Years 3 to 6; therefore no overall judgements can be made regarding standards or the teaching and learning in those classes. In Years 1 and 2 pupils achieve satisfactorily in the elements observed (dance and gymnastics) and reach broadly expected levels for their age. The school follows the recommendations of the national guidelines, to ensure progression and continuity across the school.
75. In the lessons observed in Years 1 and 2, teaching was good overall. In a good, Year 2 dance lesson, pupils made good progress in developing sequences of movements and achieved well. In this well-structured lesson, the teacher had high expectations and developed the pupils' skills well through constant challenge by varying the range of sounds

and making appropriate suggestions for improvement. Pupils were given time both to demonstrate their work and to evaluate the work of others. They achieved well in developing a well co-ordinated sequence of movements in response to the changing character of sounds.

76. The subject is managed satisfactorily. The basic curriculum is enriched well by a series of clubs and extra activities, including opportunities for both the infant and junior pupils. The school takes an active part in the Schools Sports Partnership and there are good links with a range of local sports clubs including rugby, football and tennis whose members regularly work with the school. Pupils also benefit from joining in competitive sports and athletics with other schools. The Year 6 residential visit enhances pupils' outdoor and adventure skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. There is a clear programme for personal, social and health education and citizenship across the school. Teachers plan work carefully so that there is clear progression in promoting and developing pupils' awareness of a range of moral and social issues. These lessons, alongside 'circle time', contribute significantly to the school's good provision for moral development.
78. The school uses outside agencies well to deliver aspects of health education covering in Year 6, sex and relationships education and also in raising awareness of pupils of the dangers of drugs. This work is also linked to work in science.
79. The school council, friendship systems and links between older and younger pupils are used effectively to promote the pupils' sense of belonging to a community and being responsible.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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