

INSPECTION REPORT

RICHMOND CHURCH OF ENGLAND VOLUNTARY CONTROLLED PRIMARY SCHOOL

Richmond

LEA area: North Yorkshire

Unique reference number: 121512

Headteacher: Mrs C Jenkinson

Lead inspector: Mr M Tones

Dates of inspection: 28th June – 1st July 2004

Inspection number: 257314

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll;	357

School address:	Frances Road Richmond North Yorkshire
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Postcode:	DL10 4NF
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Telephone number:	01748 822104
Fax number:	01748 825891

Appropriate authority:	Governing Body
Name of chair of governors:	Mrs K Guy

Date of previous inspection:	18 th – 21 st May 1998
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CHARACTERISTICS OF THE SCHOOL

Richmond Church of England Primary School is a larger than average, voluntary controlled primary school. There are 357 children on roll between the ages of four and eleven years old, 63 of whom at the time of the inspection were under five. The school serves the market town of Richmond and some of the families of the surrounding rural community. Most parents and carers are in employment and the proportion of pupils eligible for free school meals is broadly in line with the national average. Children start school with average attainment overall, although there are a small number of children representing the full range of ability. The percentage of pupils identified as having special educational needs, including statements, is broadly in line with the national average. The main areas of need are for pupils with moderate learning difficulties. Currently, five pupils have Statements of Special Educational Need. Few pupils are from a minority ethnic background or speak English as an additional language. The school has the Basic Skills Quality Mark and the National Schools Health award, both achieved in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1575	Mr M Tones	Lead inspector	Design and technology Physical education
11368	Mrs K Lee	Lay inspector	
32179	Mr M Armstrong	Team inspector	Information and communication technology Citizenship
32439	Mrs M Bennett	Team inspector	English
30124	Mr P Wilkinson	Team inspector	Mathematics Art and design Music
33147	Mr T Nelson	Team inspector	Science Geography History

The inspection contractor was:

peakschoolhaus ltd

BPS Business Centre
Brake Lane
Boughton
Nottinghamshire.
NG22 9HQ

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness is satisfactory and it provides satisfactory value for money. It is a well-led school that provides a satisfactory quality of education and is trying hard to improve standards. Good leadership and sound management produce good attitudes and behaviour and teaching of a satisfactory quality that meets the needs of most pupils. As a result most pupils enjoy learning and make satisfactory progress.

The school's main strengths and weaknesses are:

- The good leadership of the head teacher and governors is providing the thrust for school improvement.
- Standards in speaking and listening, physical education and information and communication technology (ICT) in Year 6 are all above those expected nationally. Standards in music are very good and a strength of the school.
- Pupils achieve particularly well in the Foundation Stage and in Year 6, as do those with special educational needs across the school.
- The curriculum successfully encourages all pupils to join in and take pleasure in some interesting opportunities for learning.
- Pupils have good attitudes to work and behave well, particularly noticeable in the younger children in Foundation Stage.
- The school has successfully established a caring and safe environment where good relationships flourish. This is recognised through the good relationships and links with parents and the wider community.
- Teachers' assessment of pupils' work, including marking, is not used enough to provide activities that are challenging for all abilities.
- Pupils are not involved enough in judging their own work and how they might improve it.
- More able and talented pupils are not properly identified so that their learning can be extended.

The school has made satisfactory progress since the last inspection. Standards have been maintained in most areas and some have improved. Improvements have been made to accommodation and there is now good provision for ICT. Teaching is good in the Foundation Stage and of satisfactory quality overall across the rest of the school, similar to the findings of the last inspection. Leadership and management have improved and are now effective with the full involvement of governors in strategic decisions and school improvement.

STANDARDS ACHIEVED

Year 6 results

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

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

The achievements of pupils are satisfactory producing standards that are in line with the national average in most subjects. Over the last few years, standards and pupils' progress in

English, mathematics and science have been in line with those nationally. Standards, at the time of the inspection, are still in line with the national average in mathematics and science by the time pupils leave school. They are now above average in English. In the 2003 national tests taken last year, pupils achieved well in English, but were below average in mathematics and well below in science, when compared to similar schools. Since then, due to recent improvements in the provision for these subjects, the achievements of pupils have improved and are now satisfactory overall and sometimes better in the Foundation Stage and in Year 6. Good teaching and learning in Years 5 and 6 have improved standards in science, which are now in line with those nationally. Children make a good start in nursery and reception, reaching standards in line with other children of their age by the time they start Year 1. By the end of Year 2, standards in reading, writing and mathematics are in line with the national average and similar schools. Throughout the school, standards in speaking and listening, music, ICT and physical education are above those expected. In design and technology, geography and history, standards are as expected nationally. The school sets challenging targets for itself in all areas of work and achieves them.

Pupils' personal qualities are good. Their spiritual, moral, social and cultural development is good so that they behave well and show good attitudes to work and respect for the feelings of others. Attendance and punctuality are satisfactory so that pupils make the most of their time at school.

QUALITY OF EDUCATION

The quality of education is satisfactory. It is characterised by sound teaching and learning and suitable learning opportunities. In the Foundation Stage and in Years 5 and 6, teaching is good. Many teachers have high expectations of pupils. Overall, teaching is satisfactory, but there are still a few unsatisfactory lessons. Where teaching is weak, teachers do not provide activities that match the abilities of pupils and challenge their thinking. In these lessons, too many pupils make slow progress and under-achieve. Assessment procedures are in need of improvement. A new system is being used for tracking pupils' progress but teachers do not always use it to plan the next steps in learning or explain how pupils can improve. More able and talented pupils are not identified so that provision can be made. Marking of pupils' work is sometimes used well but too often it is not used sufficiently to make clear what they need to do to improve.

The curriculum is good. What makes it good is the range of opportunities to enrich pupils' experience and involve them in learning. A particular strength is in the Foundation Stage where interesting activities help learning through play and exploration. There are good opportunities for learning outside of the school day. For example, pupils have access to sports, music, ICT and sign language clubs. Music is a strength of the school because of good teaching and opportunities to sing, play a range of instruments and perform in public. There is good provision for pupils' personal, social and health education and the school has recently been awarded the Healthy Schools' award. This has helped, for example, pupils in Years 5 and 6 to talk confidently about the decisions they have made concerning their own lifestyles. The new computer suite has aided the development of ICT skills and the library has enhanced opportunities to develop literacy. **There is a good partnership with parents and the community.**

LEADERSHIP AND MANAGEMENT

The leadership of the head teacher and governors is good. The head teacher has a clear focus on improving standards through ensuring good quality teaching and learning. **Sound** management ensures that the school runs smoothly. Arrangements for school self-review are not good enough. Subject leaders do not always have a firm picture of strengths and weaknesses in their subject, and therefore areas of teaching and learning which need to be improved are not always found. As a result, staff are unable to contribute fully to the identification of improvement priorities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views are very positive. They are particularly pleased with the leadership and management, the quality of teaching and the high expectations staff have of their children. They all feel that they can approach the school with ease. Pupils like coming to school and say they are disappointed when they cannot.

IMPROVEMENTS NEEDED

The school should build upon the recent improvements in standards of achievement by:

- Providing a coherent system of school self-evaluation which ensures that subject leaders have a secure understanding of the strengths and weaknesses of teaching and learning.
- Improving the quality of marking so that pupils understand what they have achieved and what they need to do to improve.
- Improving the quality of teaching by making sure that all teachers:
 - Match what is taught to the needs of the different abilities of pupils in their class;
 - Provide challenging work for higher achieving pupils;
 - Use their time effectively so that pupils stay focused and interested in learning.
- Identifying gifted and talented pupils and making better provision for their learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards in English are above and in mathematics and science in line, with those expected nationally. Pupils' achievement is satisfactory.

Main strengths and weaknesses

- Standards in music are well above those expected and a strength of the school.
- Standards in speaking and listening, physical education and ICT in Year 6 are all above those expected nationally.
- Pupils achieve particularly well in the Foundation Stage and in Year 6.
- Good progress is made by those with special educational needs.
- More able and talented pupils make too little progress.

Commentary

1. Over recent years, the school has maintained standards in the national tests in English and mathematics that are in line with those expected nationally. Currently, English standards have improved in Year 6 and are above those expected nationally. Overall, pupils' achievement is satisfactory. Pupils show particular strengths in speaking and listening across the school. Standards of reading and writing are broadly as expected. Recently, science standards have been below those expected. These have now improved and standards in the current Year 6 are satisfactory. Their skills at investigation have improved in the last year. Since the last inspection, improvements have been made to the standards achieved in ICT, which are now above those expected by the time pupils leave school. Most pupils, including those with special educational needs, make progress and achieve well. However, in a few lessons where teaching is weak, pupils are not challenged enough and they under-achieve. More able and talented pupils are not effectively identified. As a result, teachers are unable to plan for their needs and they do not achieve well enough.

Foundation Stage

2. A small number of children are under the age of five. On starting school, standards in nursery and reception are as expected for four year olds. Children make a good start to their education and receive a high level of care, which enables them to achieve well. Nearly all reach the goals expected of them by the time they enter Year 1. Children's use of language develops well because of the many opportunities provided for children to speak and listen. The teachers' high expectations of behaviour and good quality relationships ensure that children's personal and social development is good. Children's physical development is good because they learn from challenging activities. Good teaching, very positive relationships and interesting activities that stimulate and develop learning are the main reasons for the children's good achievements.

Key Stage 1

3. By the age of seven, standards in reading, writing and mathematics are in line with the national average and similar schools. The proportion of those achieving the higher levels is above the national average. In science, standards are in line with expected levels. Pupils' skills in speaking and listening are good and a strength of the school. Pupils read with confidence and their skills are well developed. Their investigation skills in mathematics and science are satisfactory. Some improvements in achievement have been made since the last inspection. Pupils are now competent in ICT. Standards are also above those expected in music and

physical education. Standards in design and technology, geography, history and art and design are in line with those expected.

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

Standards in:	School results	National results
Reading	15.8 (14.2)	15.7 (15.8)
Writing	14.9 (13.1)	14.6 (14.4)
Mathematics	16.3 (15.7)	16.3 (16.5)

There were 45 pupils in the year group. Figures in brackets are for the previous year

Key Stage 2

- Overall, standards are in line with those expected nationally. In recent years the national tests in English, mathematics and science support this view. When compared to similar schools in the 2003 national tests, pupils' progress was below average in mathematics and well below in science. However, the standards at the end of Year 6 have improved in mathematics and science where they are now in line with the national average. In mathematics, pupils maintain the progress made in Key Stage 1 and achieve satisfactory standards. In science, standards are now in line with the national average because teachers have developed pupils' investigation skills. Standards are above average in English due to the teachers' high expectations in Year 6.
- Standards in physical education are above those expected and in music they are well above because of the high quality of teaching and the opportunities provided for pupils to learn to play musical instruments and sing. ICT skills are well developed in Year 6 through a range of stimulating activities. In history, geography, design and technology and art and design they are in line with those expected. There is no significant difference between girls' and boys' attainment.
- Pupils achieve well in most lessons. They start school with average attainment and by the time they leave reach standards above those expected in English, ICT, physical education and music. There are clear indications that standards in mathematics and science have recently improved and in most lessons pupils achieve well. Pupils achieve well in the Foundation Stage and in Years 5 and 6, where the teaching is good. Pupils with special educational needs also make good progress across the school.

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

Standards in:	School results	National results
English	27.4 (27.5)	26.8 (27.0)
mathematics	26.6 (27.4)	26.8 (26.7)
science	27.6 (29.3)	28.6 (28.3)

There were 57 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development are **good**. The school's has a strong sense of values with which to support pupils and the provision for spiritual, moral, social and cultural development is **good**. Attendance and punctuality are **satisfactory**.

Main strengths and weaknesses

- Pupils' behaviour in and around the school is good and this makes a positive contribution to learning.
- Pupils have positive attitudes and enjoy learning.
- Relationships are good throughout the school and pupils get on well with each other.
- Pupils are proud of their school and appreciate the activities that are provided.
- There are insufficient opportunities for pupils to develop an understanding and appreciation of cultural diversity in today's society.

ATTENDANCE

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.0	School data:	0.2
National data:	5.4	National data:	0.4

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

COMMENTARY

7. Attendance and punctuality are **satisfactory**. Checks are routinely made to find out why pupils are away from school. Overall pupils behave well in school. Generally, pupils do not consider bullying or harassment to be an issue in the school, but when it occurs they know they have the support of the staff to resolve any difficulties. There was one exclusion in the last year. In lessons, some pupils, particularly in Years 3 and 4, sometimes become distracted and need to be reminded of the school's 'Golden rules' for behaviour. Pupils show good behavioural awareness and older pupils support younger pupils in the lunchtime 'Cool Club'. The club provides support for a small group of pupils who need extra guidance to help them to overcome their problems. Two teaching assistants effectively supervise the club and pupils appreciate the opportunity to share games, explain rules and support other children in the playground.
8. Pupils respond well to school. They have positive attitudes and enjoy classroom discussions where they can express their views and listen to what other pupils have to say. They enjoy learning. Attendance at lunchtime and after-school activities is good and a range of activities is offered including chess, sport, sign language and art. Pupils with special educational needs enjoy school and the school puts strong emphasis on meeting their needs. Their contribution to class discussions is valued by their peers, teachers and teaching assistants and as a result their confidence and self-esteem are raised.
9. Relationships throughout the school are good. Pupils are polite and respectful of each other and adults. In lessons, they co-operate well when working in groups, listening and taking account of the views of others. For example, in a drama lesson, the whole of Year 5 and 6 worked very well in groups to develop sections of a Greek play, acting out the scenes and improving their speaking parts by giving feedback to each other. Pupils are aware of the importance of friendship and caring. They are proud of their school's fund-raising efforts and want to help others by supporting charities locally, nationally and internationally. The charities to be supported next year were discussed at a meeting of the school council. The school council meets regularly and pupils bring ideas and issues from their classes for discussion.
10. The personal development of pupils is good. As a result of the very good teaching and well-planned activities in Foundation Stage, most children exceed the early learning goals in

personal, social and emotional development by the end of reception. Good progress is continued across the school. For example, pupils in Year 1, when reading the 'Burglar Bill' story, were considering whether it was right to steal. One pupil thought that, "We should be happy with what we have". When acting out their own stories, the teacher used 'freeze-frame' to discuss issues of right and wrong and one group of pupils decided to put back the stolen goods. Music is part of the ethos of the school and, through performances in assembly, very effectively promotes spiritual development. Pupils take part and enjoy considerable success in musical events including singing with the Normandy Band, the Mayor's Music Day and the Wensleydale Tournament of Song. Pupils are very proud of these achievements. They have a good knowledge of local culture with opportunities to visit Bede's World, Eden Camp and Marrick Priory. A display in the Year 1 and 2 corridor compares the environment in a Katie Morag story with similar features in Richmond. The opportunities which the school provides for pupils to learn about other cultures are satisfactory, but pupils need to develop a better understanding of life in multicultural Britain in the 21st century. Social development is well supported and pupils work together well with each other and with adults, both from within school and from outside.

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	344	1	0
White - Irish	1	0	0
White – any other white background	5	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	2	0	0
Asian or Asian British	1	0	0
Chinese	3	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

The quality of education is **satisfactory**. A good curriculum is supported by satisfactory teaching which leads to sound learning. There are good links with parents and the community, which benefit pupils' learning.

Teaching and learning

Teaching and learning is **satisfactory overall**. It is consistently good in the Foundation Stage and in Year 6. There are a small number of unsatisfactory lessons. The quality of learning closely follows that of teaching.

Main strengths and weaknesses

- Lessons are well planned and actively involve pupils in learning.
- The quality of teaching and learning in the Foundation Stage and Year 6 is good.
- Most teachers have appropriate expectations. In a few lessons teaching fails to provide challenging learning situations.
- The quality of checks made on pupils' progress is under-developed.
- Pupils do not understand how they can improve their learning.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6 (15%)	21 (52%)	10 (25%)	3 (8%)	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.

Commentary

11. There is much about teaching that is good and sometimes very good. However, there are some unsatisfactory lessons and, even where satisfactory, there are aspects of teaching which need improvement. This is not very different from the last inspection. In the opinion of the parents who made their views known, teaching is good. Throughout the school, literacy and numeracy are well planned and taught. This results in good progress being made in most of these lessons.
12. Teaching in the Foundation Stage is good. Children starting school in nursery gain confidence quickly, settle happily into school and develop their independence very effectively. This continues in reception and they make good progress in all areas of learning. Children in reception are well prepared for their future education by the importance given by teachers to developing early reading, writing and speaking and listening skills. For example, in one lesson speaking and listening skills were well developed because children played an active part in telling a story, pretending they were 'frozen with fear'.
13. In Years 1 and 2, good teaching is maintained and pupils continue to progress and achieve well in lessons. In most lessons teachers have a good knowledge of the subjects they teach. This can be seen in the quality of descriptions, their use of technical language and the quality of their questions. Most teachers have appropriate expectations of the abilities of pupils. As a result they attain standards in line with those expected.
14. Although there are some well-taught lessons, there are still a few unsatisfactory lessons in Years 3 and 4. Where good, teachers provide interesting activities that actively involve pupils in learning. In these lessons clear explanations help pupils understand what it is they are learning. As a result, pupils are clear about the purpose of lessons, which proceed at a very brisk pace. Where unsatisfactory, teaching fails to provide tasks that challenge the abilities of too many pupils. As a result they make slow progress and under-achieve. In these lessons teachers' explanations are not clear enough and therefore pupils do not understand what they are expected to do. In some lessons, which are otherwise satisfactory or better, too much attention is paid to doing the activities planned and too little emphasis is put on the level at which pupils are learning.
15. Teachers effectively use and adapt the planning guidance of the National Literacy and Numeracy Strategies. Priority is rightly given to the development of pupils' speaking and listening, writing and number skills. This is clearly helping to raise standards of writing and presentation. Reading skills are taught well during guided reading sessions, resulting in the very good progress of pupils. Teaching of writing skills is thorough and there are plenty of opportunities for pupils to practise when writing independently. Pupils take pride in their work and finish neatly presented work. This adds to the quality of their learning and to the progress that they make. In numeracy, regular mental mathematics at the start of sessions helps to improve pupils' quick thinking and recall of number facts.
16. Assessment procedures are in need of improvement. A system for tracking progress has recently been put in place and pupils now have individual targets for improvement. Teachers

do not use this information often enough to plan the next steps in learning or explain how pupils can improve. Gifted and talented pupils are not always identified and therefore plans are not often made to provide work that matches their ability. Marking of work is sometimes used well but more often it is not used sufficiently to make clear what pupils need to do to improve. Pupils would benefit from a greater understanding of their personal targets and of how they can improve further.

17. The quality of teaching for pupils with special educational needs is good and they achieve well. Teachers ensure they are challenged by the tasks set. Support assistants are particularly effective at supporting pupils' learning. This is an inclusive school, where work is well planned to match the needs of pupils with special educational needs.

The curriculum

The curriculum provided by the school is good.

Main strengths and weaknesses

- Planning for children in the Foundation Stage is very good.
- Opportunities to enrich the curriculum are well developed.
- Provision for pupils with special educational needs is good.
- The provision for pupils' personal, social and health education is well planned.
- Resources are used well to support curriculum development.
- The school does not monitor the impact of new initiatives on standards carefully enough.

COMMENTARY

18. The curriculum is good overall and all statutory responsibilities are met. The school provides a good range of opportunities to involve pupils in their own learning. These enrich pupils' experience and stimulate their interest. A particular strength is in the Foundation Stage where staff work very well together as a team to plan a range of interesting activities for children to learn through play, and to investigate everyday materials and events. This is evident in the well-planned 'real life experiences' which contribute very well to children's learning. A good example is seen in the reception classes where children observe changes to a cocoon within a study of the life cycle of a butterfly. Enrichment activities are interesting and varied and opportunities for learning outside of the school day are good. For example, pupils have access to a good programme of extra-curricular activities including sports, music, ICT and sign language clubs. All pupils benefit from a good range of visits and visitors that are used well to enhance the curriculum.
19. Pupils with special educational needs are supported well and this results in them making good progress in their learning. Systems for identifying special educational needs are good and this ensures pupils work on tasks that are well matched to their abilities. Individual education plans promote learning well because targets are precise and pupils know what they need to do to improve. A high level of targeted support enables pupils with special educational needs to achieve well. A very good example of this is seen in one reception class, where a child with visual impairment makes good progress because activities are modified well through the use of Braille and other curriculum aids. The co-ordinator monitors the progress of pupils with special educational needs carefully and this ensures the range of intervention programmes used in the school supports learning well. The school has not sufficiently planned the curriculum for those that are gifted and talented.
20. There is good provision for pupils' personal, social and health education, which has been strengthened in recent years as the school has worked successfully to achieve the Healthy Schools' award. This has resulted in the provision of a well-planned and structured curriculum, which ensures pupils making good progress in their learning. For example, pupils in Years 5

and 6 are able to talk confidently about the decisions they have made concerning their own lifestyles and how they view their personal responsibilities in managing their own learning. Teachers are skilful at building in good opportunities for pupils to promote their skills within the local community. For example, pupils who are members of the school choir represent the school at the Mayor's Service and sing at the local church. Music and drama are key strengths of the curriculum. Pupils are highly motivated by lively, enthusiastic teaching in these areas and achieve very well.

21. Since the last inspection, significant improvements have been made to the school's accommodation and these have improved learning in several subjects. Increased resources have improved provision for ICT. The new computer suite and other facilities have had a positive impact on the development of skills across the curriculum. The provision of a dedicated library has enhanced provision although its position on the lower ground floor results in older pupils not being able to access new books and other resources as regularly as they would like. Although accommodation is good overall, the school is not easily accessible to pupils with disabilities. Plans for a new extension make every effort to ensure the school is accessible to all.

Care, guidance and support

The school takes good care of its pupils. It provides good support and satisfactory guidance that enable pupils to make at least satisfactory progress. The school involves pupils well in its work.

Main strengths and weaknesses

- The good systems to support pupils in class and around the school promote their learning, behaviour and personal development.
- The guidance of pupils so that they know how well they are doing and how to improve their work is not sufficiently used throughout the school.

Commentary

22. The school supports pupils well and encourages them to do their best through a range of awards such as house points and class 'Stars of the Week' to which pupils respond well. It makes good use of the teaching assistants who work well with those pupils who need extra support in lessons to promote their learning or behaviour. The school ensures the welfare, health and safety of pupils through its daily routines and its promotion of a healthy lifestyle, successfully gaining the Healthy Schools award this year. Parents agree that their children are happy in school and that they are well supported. Most pupils like being in school and are confident that they will get help if they are stuck or worried about anything. They are also convinced that they are listened to and that their views matter. The school council is a regular way for pupils to be involved in making decisions such as on the school's charity fundraising.
23. In the Foundation Stage, procedures for the guidance of children into the nursery and for the transfer to the infant stage are very good, enabling children to settle quickly into the routines. There are effective procedures to discuss any issues with parents and for them to exchange information, with many opportunities for parents and children to visit the school at each point of transfer. While the school has recently started to set individual targets for pupils which are shared with the pupils and their parents, other assessment such as teachers' marking is not consistently effective in guiding pupils in how to improve their work. In the infant classes, subjects such as science, history and geography are taught as 'Topic' and pupils' work in these subjects is all in one exercise book. This system does not help pupils to understand how well they are learning in each individual subject because it is not easy for them to see a connection between work they are doing now and what they have done previously.

Partnership with parents, other schools and the community

The school promotes good partnerships with parents, other schools and the community, which help to benefit pupils' learning.

Main strengths and weaknesses

- Links with parents of children in the Foundation Stage are very good.
- Pupils benefit from the good links with the community and other schools.
- The school encourages a good involvement of parents to support their children's learning.

Commentary

24. The Foundation Stage provides very good opportunities for parents to support their children and to be involved in their learning. This is very effective in helping the children achieve well. By keeping parents well informed of their children's progress and of the curriculum, it succeeds in creating a very good partnership between home and school. Beginning with the nursery booklet and continuing with the Home Link newsletter, parents receive details of topics, targets for learning and how they can help at home. The reports on children's progress give parents good information on how well their children have achieved and improved in the year. Parents can also see how their children are making progress through the dated assessments of the children's work in the books which go home with requests for parents to help their children complete simple tasks. Parents are also willing to help on visits and in class; for example, the specialist knowledge of parents was used well to support the celebrations for Diwali and the Chinese New Year.
25. The school uses the local community and its links with other schools well to help to extend pupils' learning and experience. These are especially effective in promoting pupils' achievement in music and sport. The school takes part in many local events for music such as the Wensleydale Festival and in inter-school sports. Pupils are very proud of the school's success, especially of the school choir. There are also good links with the local secondary schools to aid the transfer of pupils. Year 6 pupils appreciated the pen pal links with Year 7 pupils that helped answer any concerns that they had.
26. Parents are supportive of the school and appreciate the welcome they receive. They feel comfortable in approaching the school if they have a concern. F.O.R.C.E. (the Friends of the School group) successfully organises social events and raises funds to provide extra resources for the school. The school keeps parents up to date with school matters and events through regular newsletters, written in a welcoming style. The school is beginning to share targets with parents by discussing their children's progress with them at the two parents' meetings. These are added to the good annual reports on progress.

LEADERSHIP AND MANAGEMENT

Leadership is good and management is sound with some good features.

Main strengths and weaknesses

- The head teacher has a clear vision for the future development of the school.
- The governing body influence the work of the school through effective challenge and support.
- The school does not review its performance rigorously enough.
- Financial management is effective in helping the school reach its educational priorities.

Commentary

27. The leadership of the head teacher is good. In the short time that she has been in post she has made good progress towards raising standards, particularly in English and ICT, and in improving the Foundation Stage curriculum. With reference to the local education authority (LEA) action plan for the school, she has identified what needs immediate improvement and has created an effective school improvement plan. All staff have a clear understanding of their roles and responsibilities and how they can work together as part of a team to contribute to school improvement. A good example of this is seen in the Foundation Stage where, because of the strong leadership of the co-ordinator, teachers and support assistants work very well together to ensure provision is of a high quality. This has resulted in the development of a cohesive Foundation Stage where all children achieve well.
28. Subject co-ordinators provide satisfactory leadership overall, with co-ordinators for ICT and music influencing standards in their subject areas well. Additional management time has been allocated to all staff to enable them to further develop their subject leadership. School data is analysed carefully and pupil performance is closely monitored. Outcomes from analysis are used to highlight strengths and weaknesses, which then become a focus for development. However, co-ordinators do not yet evaluate the quality of teaching and learning in their subjects and, as a result, they do not have a full picture of standards in their areas.
29. The governors work together as an effective team and they make a major contribution to the work of the school. Governors have a very clear view of the strengths and weaknesses of the school and contribute fully to strategic planning and policy development. This results in them providing a good balance of challenge and support. The strengths of individual governors are recognised and they are used well in specific areas of the school's work. This has resulted in them contributing effectively to school improvement. The head teacher, governors and staff work very closely together to ensure that the needs of all pupils are met. This results in pupils with special educational needs and those who have English as an additional language achieving well. The school has a strong commitment to staff development and this has been particularly successful in ensuring all staff provide effective targeted support for pupils with a range of additional needs.
30. The management of finances and school resources is good. The finance officer manages the school budget well and this results in financial management being used effectively to help the school reach its educational objectives. Resources are well targeted to support identified priorities and the impact of spending is carefully evaluated. For example, the school has used funding well to extend the use of interactive whiteboards and this has had a marked effect on standards in ICT. The decision to use the budget surplus has been very effective in supporting key development priorities including employing additional teaching assistants, releasing subject leaders from teaching to focus on main priorities and improving resources across the curriculum. This has had a positive impact on standards.
31. Procedures for school self-review are not good enough. This means that staff cannot contribute fully to the identification of improvement priorities, and, similarly, to the review of progress. For example, the school's systems for monitoring key curriculum developments are under-developed. This is because the school has not yet analysed the extent to which new initiatives have impacted on standards across the school. As a result, the quality of specialist teaching in science and ICT and its impact on standards has not yet been fully evaluated. Governors are beginning to make good use of the LEA Self-Evaluation Scheme For Governing Bodies but the process requires further development. As a result, the school has not yet pinpointed those areas of teaching and learning which need to be improved in order to ensure pupils achieve as well as they should.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	832,401
Total expenditure	857,245
Expenditure per pupil	2,255

Balances (£)	
Balance from previous year	25,131
Balance carried forward to the next	287

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision in the Foundation Stage is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Children make good progress in all areas of learning and very good progress in physical development.
- The quality of teaching is good overall with some very good features.
- Staff work very effectively together as a team.
- Induction procedures are very good.
- The provision for outdoor play is not yet fully developed.

Commentary

32. Children enter nursery with standards that are in line with those expected in all areas of learning. Provision is good and, because of effective teaching, children make good progress. Nearly all reach the goals expected of them by the time they start Year 1. Most exceed the goals expected in physical development as a result of the high expectations of teachers. The quality of teaching is good overall. Planning is very focused and this leads to a good balance between the role of adults in teaching and of children in learning. Where teaching is very good children are engrossed in the activities and achieve highly. Teaching assistants know children well and make a significant contribution to their learning. This is seen in the high quality support that is given to children with special educational needs and those who have English as an additional language. As a result, children make good progress and achieve well. Staff work very effectively together as a team and this has resulted in the development of a coherent Foundation Stage. The outdoor play area currently supports children's learning well. However, the school has made this a priority for development and plans are in place to develop it further in consultation with governors and parents.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of the good teaching and high expectations of staff.
- Children grow in confidence because of the high level of care and very good induction procedures.

Commentary

33. When children enter the nursery their emotional development and social skills are in line with those expected for their age. Teaching and learning is good because of the high expectations of staff. As a result, children make good progress and achieve the goals expected of them. Effective systems for organising activities promote children's independence. For example,

children understand the systems for registering at the beginning of the nursery session and they are able to choose from a range of activities. Reception children understand the responsibilities individuals have when moving from the classroom to the main building for physical education lessons. For example, they undress independently, open and hold back doors for each other, and take turns sensibly. Children ask for help when it is needed and staff respond sensitively because they know children well.

34. Nursery induction procedures are very good. Information booklets for parents and children are of a very high quality, setting out clearly how the nursery is organised and what activities are offered. As a result, children settle well and know what is expected of them. Staff work hard to build good relationships and to get to know children and their families well. High levels of care result in children with additional needs being supported very well and quickly growing in confidence.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make good progress and achieve well in speaking and listening, reading and writing because of the good teaching.

Commentary

35. Children achieve well in this area of learning and achieve the standards expected for their age. Skilful teaching ensures they are able to speak clearly and listen attentively. They enjoy stories, when listening to adults in groups or individually when using audiotapes and the computer. They are able to retell stories and make predictions when stories are new to them. A good example of this is seen when children listen carefully to the story of 'The Very Hungry Caterpillar'. They can describe the main features of the caterpillar and explain what they think will happen at the end of the story.
36. Good opportunities are provided for children to write for a purpose. For example, nursery children use writing to prepare healthy eating shopping lists and write labels for their mini-beast models. By the end of the reception year most children can write a simple sentence about a visit to the park. Letter sounds are taught systematically and this results in most children showing confidence as early writers.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well because teaching is consistently good,
- Teachers provide a good range of activities that develop counting skills and promote an understanding of shape and space.
- Occasionally some nursery activities are not sufficiently matched to the learning needs of individuals and this limits their progress.

Commentary

37. Children achieve well in their mathematical development because adults give them many varied experiences in counting and comparing. For instance, children in the nursery accurately count how many spots there are on a selection of butterflies and develop their knowledge of

directional language in the outdoor learning area. Skilful teaching ensures children reach the goals expected for them. They learn the names and properties of different shapes, recognise symmetrical shapes and enjoy solving problems. They can count reliably up to 10 and understand 'one more' and 'one less' than a number. Occasionally there is a lack of challenge for higher attaining children and this limits the progress some children make. Children's nursery experiences are built on very effectively in the reception classes and this results in children making good progress in their learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The wide range of activities helps to enrich experiences and extend learning.
- There is very effective use of the outside learning area and visits out of school.
- The good teaching of ICT in the reception class results in children achieving well.

Commentary

38. Children in the Foundation Stage have a range of opportunities to widen their understanding of important events in their own and other people's lives. Children in both the nursery and the reception classes are taught well. All adults encourage children to ask questions and find things out for themselves. This increases their ability to think about their learning and make sensible decisions. For example, in the reception year children show a developing understanding of different cultures when they cut out favourite pictures of India from travel brochures to make a large-scale collage. Children explore the outdoor learning area as well as the local park and woods, and marvel at the number of different mini-beasts they can find. They have a good understanding of the life cycle of a butterfly and can talk confidently about new words they have learnt such as 'leaf', 'cocoon' and 'creature'.
39. Computer skills are well developed and children are given opportunities to use ICT for a range of purposes. As a result they achieve well. For example, children in the nursery can use a simple paint program independently to create a symmetrical butterfly using shades of black and white.

PHYSICAL DEVELOPMENT

Provision for physical development is **very good**.

MAIN STRENGTHS AND WEAKNESSES

- Children achieve very well because of the high quality teaching.
- There are strong links with other areas of learning.

Commentary

40. Teaching is highly effective and this results in children making very good progress in the development of physical skills. An example of this is seen when children from the nursery make very good use of the spacious hall when engaging in a range of climbing, balancing and jumping activities. The lesson is planned very effectively to give children opportunities to develop their confidence in travelling under, over and through balancing and climbing equipment. All children are fully engaged in their learning and reach standards above those normally expected.

41. There are very good links with other areas of learning; for example, children learn to share and take turns and increase their knowledge of the meaning of directions when working in the outdoor area. They have a very good awareness of space as they steer wheeled toys carefully around obstacles and slopes. Well-directed teaching assistants support learning very effectively and ensure children handle dough, scissors and brushes competently.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- The range of opportunities for children's creative development is good and children achieve well.

Commentary

42. Children come into the nursery with skills that are broadly in line with expectations. They make good progress because teaching is good and staff provide children with a good range of activities to develop their creative skills. In the nursery, children mix colours and experiment with different painting techniques such as blotting paint to decorate symmetrical butterflies. They contribute well to the large-scale three-dimensional mini-beast display because they have opportunities to work with a range of media. In reception, children are encouraged to look carefully at mini-beasts and to accurately record their observations. This results in children concentrating well and producing beautiful drawings of a range of creatures including beetles, butterflies and dragonflies. Children can sing simple songs and rhymes from memory and match movements to music. They make good progress in their knowledge of how sounds can be changed and thoroughly enjoy their learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The overall provision for English is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 6 are above those expected nationally.
- Standards in speaking and listening are good.
- Teaching assistants and other support staff make a good contribution to the pupils' learning.
- Pupil involvement in assessment of their work is not fully developed.
- Monitoring by the subject leader needs to be developed to enable a clear view of strengths and weaknesses.

Commentary

43. By the end of Year 6, English standards are above the national average, as they were when these pupils were in Year 2. Effective setting arrangements and good teaching in Years 5 and 6 have been successful in maintaining good progress and as a result more than one third are likely to attain the higher Level 5. By the end of Year 2, standards are in line with national averages. Pupil achievement is good overall. Achievement in Years 1 and 2 is satisfactory. For Years 5 and 6, achievement is good. There are no significant differences in the attainment of boys and girls. Pupils with special educational needs and lower attaining pupils achieve well, supported by teaching assistants.
44. Standards in speaking and listening are above those expected nationally. Standards in reading and writing are in line with national averages. The school has given a strong emphasis to speaking and listening and as a result pupils are confident when talking to others. Pupils are given a wide range of opportunities to develop their speaking and listening skills, with drama and role-play being a regular feature in lessons. Some higher attaining pupils are confident, articulate speakers. For example, in Year 5, pupils added stage directions to scripts and then acted out a scene from *The Tempest*. Relationships between teachers, pupils and support staff are good and often very good and as a result pupils know that their efforts are valued and

they learn to speak with confidence. Higher attaining pupils in Year 6 discussed the poem *Mooses* by Ted Hughes and were able to think about layers of meaning in the poem and express their opinions confidently.

45. Overall, teaching is satisfactory. The structure in lessons follows the advice from the National Literacy Strategy. Teachers use aspects such as guided reading, modelling, scribing and demonstrating throughout the school. Staff employ a range of different ways of engaging pupils including use of PowerPoint, whiteboards and the use of 'talking partners'. Where teaching is good or better, lessons are well planned and well matched to pupils' abilities. However, when it is less effective, there is lack of challenge and pupils lose interest, particularly higher attaining pupils. The sessions planned for reading after lunch vary in quality. For example, where teaching is good, pupils are given a range of activities to support their reading including ICT for research skills and listening to story tapes. Where it is not effective, for example in Year 3 and 4, the session provides little interest, is boring and pupils say, "It wastes my precious time". This is not helpful in helping pupils to learn effectively. Older pupils enjoy the reading sessions because it gives them the opportunity to read a range of books, both fiction and non-fiction. They make good use of the time and concentrate well. Pupils are able to use a range of strategies when they meet new or unfamiliar words in text and these skills develop appropriately across the school. Pupils with special needs in Year 3 and 4 are supported well to achieve these skills of using sounds to build new words in a special daily programme. Fiction books in classrooms have improved but there are still some books which are old and of poor quality. The library has been re-located and stocked with a range of non-fiction books, which are catalogued by number and colour and are accessible to the children. Improvement in the range and quality of books, particularly reference and non-fiction, was an issue at the last inspection. Although provision has improved, the position of the library on the lower Year 3 and 4 corridor results in other year groups not using it fully to support their learning. Research skills are improving but need to be further extended across other subjects to challenge all pupils, particularly higher attaining pupils. Opportunities for focused and informal use of the library and home-school reading links are needed to further improve reading for pleasure.
46. Writing is satisfactory across the school. This is an ongoing focus for staff training and development. Pupils develop a sound knowledge of writing for different audiences and purposes. Teachers are aware of the need through literature and through the use of challenging language to improve the pupils' use of vocabulary. For example, in Year 6, a poem about Saltburn contained the line, 'talented people crafting castles out of pearly white sand' and in a snowy Christmas spell, 'a cobweb drenched in moonbeams'. Pupils in Year 1, confidently discussed settings when reading the Big book, 'Anna's Amazing Technicolour Glasses'. Pupils apply spelling rules accurately and employ a range of punctuation effectively. For example, pupils in Year 2 were enthusiastically making phrases to remember difficult spellings: 'brilliant ragged octopuses understand great happy tunas'. Standards of handwriting and presentation across the school are good. The scrutiny of pupils' work throughout the school indicated that pupils write short extracts of different styles of writing, but they do not often write detailed or imaginative stories or write at length in other subjects. Opportunities for pupils to pursue more extended writing activities need to be improved in order to raise standards above national expectations.
47. Arrangements for knowing how well pupils are progressing now include systems which track pupils' progress and set targets for improving. Pupils have individual targets, which are shared with parents. However, marking of pupils' work is inconsistent across the school. It does not indicate, often enough, how pupils can improve their work. The teaching assistants and support staff make a very effective contribution to learning, providing skilled advice to individual pupils and groups, particularly pupils with special needs and lower attaining pupils.
48. Leadership and management of the subject are satisfactory and improving. The school's system for analysing data is now providing more accurate information to identify what needs to be improved. Systems to monitor how well provision is being made are in place, but need to be further developed to give the subject leader a clear view of strengths and weaknesses in the

subject. Some staff training has been provided but opportunities need to be provided for all staff.

Language and literacy across the curriculum

49. The use of language and literacy skills across the curriculum is satisfactory. The school provides good opportunities for pupils to write accounts and reports in history, science and design and technology. For example, Year 1 wrote captions for drawings and digital images of their models. One child wrote, "I made an alien and the eyes move". Pupils in Year 4 wrote poems to 'explore the feelings of others' in personal, social and health education. For example, a title 'My life is terror and misery' told about what it felt like to be a refugee. The use of ICT skills to support work in English has improved since the last Inspection.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Implementation of the National Numeracy Strategy has had considerable impact on teachers' subject knowledge and the structure and pace of lessons.
- Teaching and learning in mathematics are good.
- Pupils with special educational needs are well supported and achieve very well.
- Pupils are generally well managed, have good attitudes and work well together.
- Assessment is an effective tool for tracking pupils' progress but pupils could be more involved in setting and monitoring their progress towards achieving mathematical targets.

Commentary

50. By the end of Year 6, standards are in line with the national average. When compared with similar schools, attainment has fluctuated. In Years 1 and 2 attainment compared favourably, while in Years 3 to 6 attainment was lower than most schools in the 2003 national tests. Evidence suggests these results reflected the performance of a significant number of pupils with special educational needs.
51. Standards at the end of both Years 2 and 6 are currently in line with national expectations. Pupils with special educational needs receive good support in class and achieve as well as other pupils.
52. In the lessons observed the quality of teaching and learning was good overall. Teachers have a secure knowledge and understanding of how to teach the National Numeracy Strategy so that it is adapted to meet the needs of the pupils. Good lessons were very well planned to meet the needs of all the pupils and very well paced so that pupils knew that they were expected to be productive. These high expectations motivated pupils to work hard and do their best. For example, 27 more able Year 6 children investigating ratio and proportion were observed enthusiastically drawing upon their knowledge and understanding of the relationships between the area, perimeter and diagonals of squares. The investigational work of these children was of a high standard. Pupils generally enjoy their lessons, work hard, sustain concentration and show very good attitudes to learning.
53. Work in pupils' books showed that the coverage of the topics in mathematics is generally appropriate. In Year 2, for example, pupils can write and order numbers to a hundred, show calculation strategies, begin to estimate the length of small objects and record using a simple block graph. In Year 6, books showed that pupils have covered a wide range of mathematical topics including fractions, percentages, calculation in all four operations, shape and data handling. The quality of marking is satisfactory but could be better because opportunities are not consistently taken to involve pupils in setting mathematical targets for improvement. Some

teachers regularly provide constructive and helpful comments in pupils' books, but this is not always the case.

54. The co-ordinator provides satisfactory leadership of the subject. He has managed mathematics for six years and with support from the LEA has developed his understanding of self-review procedures. Currently he has an annual programme, which includes analysing data, sharing performance data with staff and governors, examining pupils' work and monitoring teachers' planning. His shared observation of the teaching of mathematics is at an early stage of development.

Mathematics across the curriculum

55. There is some evidence of numeracy skills being used in other subjects. In history, for example, pupils studying World War II talked about rationing and bought and sold food using imperial measures. In geography another class of children effectively tried to discover the safest route to school by estimating the speed of traffic on various roads in the local environment.

SCIENCE

The overall quality of provision for science is **satisfactory**.

Main strengths and weaknesses

- The relatively new co-ordinator is enthusiastic and eager for improvement, and helps pupils to learn from investigations.
- The school encourages an enquiry skills approach, but this needs to be more structured and related to teaching styles and pupil learning.
- In Years 1 and 2, teachers do not ensure that the discrete skills and knowledge of science are not lost when taught alongside other subjects.

COMMENTARY

56. By the end of Year 6, standards in science are satisfactory with elements of high achievement in Year 6. In last year's national tests, standards were below the national average, but there are indications that there will be some improvement in 2004.
57. A lot of emphasis is placed upon investigation, questioning and the development of enquiry skills. However, practice is variable and skills are not developed as pupils progress through the school. As a result, pupils are not involved enough with learning enquiry skills and in checking their own progress.
58. The science curriculum is based on a commercial scheme, which is followed across the school. In Years 3 to 6, teachers try to make the curriculum more meaningful by linking science and other subjects wherever possible. The scheme currently ensures that pupils are taught the essential scientific skills, knowledge and understanding. Such examples include work on electricity, magnetism and more recently work with changes that cannot be reversed. As a result of learning how to investigate, pupils understand 'hypothesis' and 'prediction'. Higher attaining pupils in Year 5 can question their investigation findings and explain irregularities in their results. They are good at working together and at discussing their work. For example, in a lesson on air resistance pupils could talk about air resistance and link their findings to the reason why their 'spinners' could stay in the air longer.
59. In Years 3 and 4, links are made with other curriculum areas, for instance, integrating the investigation of materials used as blackout curtains, with history work from World War II. Some pupil work is of a high standard, particularly an earlier investigation with rocks and soils. All

work is well presented and is marked. However, marking gives no indication of achievement against intended learning or of how pupils may improve.

60. In Years 5 and 6, the presentation of work is good and pupils achieve well. The quality of marking is too variable. Where good, there are indications in the marking of work in Year 5, of questioning and challenging investigation findings. For example, "Why did your heart beat faster?" However, pupil's answers show inaccuracies and their learning is not helped when work is often not marked in relation to what has been achieved.
61. Overall, teaching in science is satisfactory. Teachers use correct scientific vocabulary when they talk to pupils. This effectively encourages them to use terms in their work such as 'fair test' and 'variables'. The curriculum is appropriately planned, but needs to clearly identify what is to be learnt in each lesson and how achievement will be checked. Marking does not often give enough feedback to pupils so that they can understand what they have achieved and to show how they can improve. Throughout the school, pupils' work is not sufficiently planned to challenge higher attaining pupils.
62. The leadership and management of science are satisfactory and until recently the subject has not been a priority for development. This situation has changed with a new focus on improving standards and the fairly recent appointment of a new subject leader who has enthusiasm for raising achievement. The monitoring of science is not yet sufficiently developed to check the development of enquiry skills across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The provision for information and communication technology is **good**.

Main strengths and weaknesses

- Standards reached at the end of Year 6 are good.
- Teaching and learning are effective.
- ICT is led and managed well.
- Pupils are not sufficiently involved in the assessment of their work.
- There is good quality enrichment to pupils' learning through the computer club, the school's website and links with the wider world.

COMMENTARY

63. By the end of Year 6, standards in ICT are above those expected nationally. By the end of Year 2, they are in line. Achievement is satisfactory, with pupils achieving well in Years 5 and 6. Good progress has been made since the last inspection because of the good leadership, and commitment by the school to invest in high quality resources. Pupils with special educational needs make good progress because teachers make effective use of a range of software to support their learning.
64. The quality of teaching is good overall. The school has placed a high priority on improving teachers' skills, subject knowledge and confidence, and this has resulted in improved standards across the school. Teachers ensure tasks are practical, interesting and involve the pupils in 'real life situations'. A good example of this is seen in Year 5 where pupils use a CD package competently to design a new kitchen which can be used safely for science and cooking activities. There is a good level of challenge in the task and this results in pupils working productively and sharing ideas as part of a small group. Good support from the teaching assistant ensures all pupils can learn new skills and apply them confidently.
65. The leadership of ICT is good because the co-ordinator has a clear vision for the future development of the subject. This has resulted in a strong drive to raise standards. The co-

ordinator has very good subject knowledge, monitors her subject area and, through a detailed action plan, matches resources to the identified priorities across the curriculum. Resources are managed well and the main computer suite has improved provision for pupils and also ensured parents can access training and work towards ICT accreditation. The effective use of interactive whiteboards supports pupils' learning well and ensures they develop skills rapidly.

66. Assessment procedures are currently unsatisfactory although the designated governor for ICT is supporting the co-ordinator well with the further development of pupil tracking procedures. Work is marked regularly but it does not always help pupils know what they need to do to move on in their learning. Individual 'Profiles of Achievement' show the progress pupils make in the development of skills and understanding but teachers do not yet use this information consistently to inform future planning.
67. The subject is further enhanced by several innovative projects, which have helped to raise the profile of ICT across the school. A good example of this is seen in the cross-phase video-linking programme, which enables pupils in Year 6 to make good links with pupils abroad. This has resulted in pupils making good progress in the development of skills in controlling events and in their knowledge of the use of ICT in the wider world. Links with the community are good and several new initiatives including the Cyber Café Computer Club and pupil involvement in the development of the school's website have supported the promotion of the subject across the curriculum. A good example of this is seen in a Year 6 personal, social, health and citizenship education lesson where pupils update the school's website to include their personal views on what makes a good citizen.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

68. ICT is used well to support teaching and learning across the curriculum. Very effective use of the interactive whiteboard was observed during a Year 5 literacy lesson to support a cross-curricular approach to the teaching of *The Tempest*. Further examples were seen in a range of subjects and areas. In Year 2, pupils used their skills to retrieve a range of additional information about the life of Anne Boleyn. Pupils in Year 3 combine text and graphics when designing personal name cards for a special event. The good progress the school has made since the last inspection in developing ICT across the curriculum has been successful in enabling pupils to see connections across subjects.

HUMANITIES

Religious education was not required to be inspected and will be reported separately.

History and geography

The provision in history and geography is **satisfactory** with some good practice.

Main strengths and weaknesses

- Subject leaders are knowledgeable and have identified key areas for improving achievement. They need to be more involved in sharing expertise and monitoring.
- Resources to support the learning of older pupils in geography are not as good as they could be.
- Teachers' planning indicates that discrete geography and history knowledge skills are taught, but work is not differentiated therefore lacking challenge for the more able. In geography, the work on Struay is an example of this, as is the learning on different types of homes built at different times.

Commentary

69. By the end of Year 6, standards in history and geography are in line with those expected nationally and children achieve well. **History** is sometimes taught separately and sometimes

as part of a 'theme'. **Geography** is taught as a 'theme'. Work is interesting and planned using the QCA* schemes of work. This approach develops a sound understanding in the key areas of learning.

70. In **history** there are good resources to enhance pupils' understanding. For example, in Key Stage 2 there is a wealth of primary resources from World War II including ration books and interviews on tape with grandparents. Parental involvement with history work makes a valuable contribution to pupils' learning. Adults help to compile resource packs on 'Thematic Studies', including one on holidays – "What I remember as a child". As a result of using a "Coronation Day Memories, 1953" resource pack, pupils gain a better understanding of World War II. Learning is further enriched through a number of visits, for example, to Eden Prisoner of War Camp and to Saltburn, a seaside town. The profile of the subject is further raised through special events. Recently these have included a Christmas party – Tudor style – and a visit to school by 'Henry VIII'. It is clear that pupils are motivated to learn history, as when Year 4 pupils complete homework by visiting local museums.
71. In **geography**, good progress was seen in Year 6 when using the idea of traffic problems in Richmond to determine the advantages and disadvantages of making the market place a 'pedestrian only area'. Involving pupils with their own learning and in the assessment of their achievement will help to raise standards across the school.
72. Teaching in these subjects is satisfactory. Knowledge and skills are appropriately developed through some interesting learning activities. For example, history teaching in Year 6 focused on developing research skills, using original and secondary source material, to discover what school life was like in ancient Greece, comparing it to school life today. Pupils agreed on a range of questions and then used their skills to find answers. These were shared together, increasing the understanding of everyone. In some lessons work is not well matched to ability and lacks challenge for the higher attaining pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, music, design and technology and physical education

Three lessons were seen in physical education. One lesson was seen in art and design and one in design and technology. One lesson was seen in music and was observed outside normal lessons. Inspectors looked at samples of pupils' work.

Provision in **physical education and is good and in music very good**. This reflects the above average standards achieved.

Main strengths and weaknesses

- Pupils develop their artistic skills through a wide and interesting range of media and materials and this contributes greatly to the life of the school.
- In music pupils achieve very well and attain high standards. Singing and the school orchestra are significant strengths of the school.
- In physical education, pupils are physically challenged and become confident, performing well.
- Effective leadership and management in music provide pupils with a wide range of musical opportunities and experience.
- Arrangements for monitoring and evaluating by subject leaders are under-developed.

Commentary

* QCA – The Qualifications and Curriculum Authority

73. By the end of both Year 2 and 6, **standards in physical education are above the national expectation and in music well above.**
74. In **physical education**, pupils play a variety of games with enthusiasm, including the boys' and girls' football team. They understand and respect the rules of play and use well-developed individual skills to work as a team. They can pass, catch and control a variety of balls in different game situations. Pupils of all ages are very aware of the effects of exercise on the body, especially after vigorous exercise!
75. In **music** high standards have been maintained since the last inspection. The subject leader is a gifted musician who successfully co-ordinates the musical talents of other teachers within the school and a visiting peripatetic teacher. As a result, all pupils benefit from their specialist expertise and enjoy music and join in. They use a range of instruments and many perform in the school orchestra. In assemblies children participate well, singing clearly and with great enthusiasm. The school orchestra often accompanies them and inspectors were present when 27 pupils performed at a high standard on a variety of musical instruments including violins, cellos, flutes, clarinets and trumpets. Children have many opportunities to perform in concerts, festivals and school productions as well as taking part in community events. For example, the school choir successfully performed with the Normandy Band at the Civic Carol Service and in the Wensleydale Tournament of Song.
76. Teaching in these subjects is often very good. Many teachers are talented musicians and their enthusiasm and expertise enable pupils to perform well above expected levels. For example the school orchestra of 27 pupils was able to play a variety of instruments, accompanied by the whole school singing to a high standard – and loving every minute! Similarly in physical education where, for example, nursery children perform challenging physical activities on apparatus, which improve the ways they move. As a result, children develop confidence and jump, land, climb and balance at a level above that normally expected.
77. Standards in **art and design** are in line with those expected nationally and are similar to those seen at the last inspection. Pupils achieve well and their skills in observational drawing, colour mixing, painting and printing are well represented in displays around the school. For example, work in Years 5 and 6 shows that pupils use tone well and make appropriate use of colour when producing still life paintings of everyday objects. The same group of children use the work of Guiseppe Arumboldo as inspiration when producing paintings of fruit. Sketchbooks show that pupils have the opportunity to experience a wide range of media and techniques that includes using pens, different types of pencils and pastels. The use of these sketchbooks should be encouraged as they help show the progress pupils make over time in art skills.
78. In **design and technology** learning is rightly focused on 'design and make' activities. Pupils in Key Stage 1 can recognise the usefulness of different materials to make a range of objects. For example, when designing houses they can construct houses out of card and make doors with hinges made of different materials. In Key Stage 2, pupils are able to make judgements on the usefulness of objects, draw designs and make suitable constructions. For example, in Year 4 pupils have taken ideas gained from looking at different money containers to make a pattern for their own. They learn a range of skills, in this case the skills of stitching to make their money containers.
79. Teaching in these subjects is satisfactory. Lessons are well planned to provide a variety of opportunities for all to get actively involved. Lessons are well balanced and interesting with time to listen, watch, practise individual skills and then produce a piece of art, a design or a model. They are encouraged to perform well and try hard to succeed. As a result they learn quickly. In the design and technology lesson observed, a Year 4 class worked in groups with enthusiasm to learn the skills of stitching. The teacher has a good knowledge of the subject and the practical skills required.

80. Subject leaders are knowledgeable and have appropriate plans to develop their subjects further. However, leadership and management can only be satisfactory when there are few ways of monitoring and evaluating standards other than by the subject leaders' scrutiny of pupils' work.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

One personal, social and health education lesson was observed. Discussions took place with pupils and the school's records of work, including photographs, were examined.

The provision for personal, social and health education is **good**.

Main strengths and weaknesses

- There is a well-planned and structured curriculum, which means that pupils make good progress in developing their knowledge and understanding.
- The head teacher and staff are good role models and they provide a range of opportunities for pupils to practise their personal and social skills.

Commentary

81. There is good provision for pupils' personal, social and health education, which has been strengthened recently as the school has worked successfully to achieve the Healthy Schools' award. This has resulted in a well-planned, structured curriculum, which is taught through designated lessons and also effectively through other subjects. A good example of this is seen in a Year 2 English lesson where pupils learn that stealing is not allowed in a community through the dramatisation of the story of 'Burglar Bill'. Pupils worked well together in small groups to debate the moral issues associated with stealing from friends.
82. Standards in personal, social and health education are good and pupils achieve well. This is because high expectations are set and the head teacher and staff expect pupils to do well. During discussions pupils in Years 1 and 2 showed a good knowledge of healthy living. They know about balanced diets, the good effects of exercise and the importance of cleanliness in preventing the spread of illness. Older pupils take responsibility for their own learning. For example, a well-organised scheme, which is led by a policeman from the armed forces, gives pupils opportunities to talk through issues relating to making choices about health, drugs misuse and personal safety. As a result, pupils are confident at sharing their thoughts with staff and other adults.
83. The school provides a good range of opportunities for pupils to develop a sense of responsibility and citizenship. This is seen in the work of the school council where pupils make decisions about improvements that are needed in school. For example, pupils drew up plans for a fruit stall, which now promotes healthy eating across the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	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	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the head teacher	3
The leadership of other key staff	4
The effectiveness of management	4

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