

**SOWERBY COMMUNITY PRIMARY SCHOOL**

THIRSK

LEA area: NORTH YORKSHIRE

Unique reference number: 121341

Headteacher: MR G WHITE

Lead inspector: Mike Warman

Dates of inspection: 14<sup>th</sup> – 16<sup>th</sup> June 2004

Inspection number: 257525

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:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	293
School address:	Topcliffe Road Sowerby Thirsk North Yorkshire
Postcode:	YO7 1RX
Telephone number:	01845 523037
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs K Morgan
Date of previous inspection:	18 <sup>th</sup> May 1998

## CHARACTERISTICS OF THE SCHOOL

This is a large, village school on the outskirts of the town of Thirsk. There are 293 pupils on roll. The majority of pupils come from the designated catchment area, which includes a mixture of private and council housing. The percentage of pupils with special educational needs (SEN) is about average (17 per cent), as is the percentage of pupils with statements of special educational need (1 per cent). The special educational needs identified include moderate learning difficulties, speech or communication difficulties and social, emotional or behavioural difficulties. At 9.5 per cent, the proportion of pupils eligible for free school meals is about average. No pupils speak English as an additional language. Almost all pupils are of white British origin. The attainment of pupils on entry is broadly average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1516	Mike Warman	Lead inspector	Mathematics, art and design, music, special educational needs
19431	John Holmes	Lay inspector	
1718	Kay Charlton	Team inspector	English, information and communication technology, design and technology, physical education, Foundation Stage.
32189	Yvonne Claire	Team Inspector	Science, history, geography, religious education.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** Standards in reading, writing and mathematics in Year 2 are above average, and those in Year 6 are above average in English and science, and average in mathematics. The quality of teaching and learning is good, and the overall leadership and management are good. The school gives good value for money.

#### The school's main strengths and weaknesses are

- Pupils' achievements are good by the end of Reception, Year 2 and Year 6.
- Standards in mathematics at the end of Year 6 are not high enough.
- The quality of teaching is good overall, although it is satisfactory in Years 3 and 4. Teaching assistants play a significant role in supporting pupils' learning.
- The very good breadth of the curriculum results in pupils being eager to learn, and they usually work hard.
- Pupils have very positive attitudes towards their school and generally behave well.
- The headteacher leads the school very well.
- Pupils are very well cared for; they like their school and are strongly involved in its development.
- Parents are very supportive of the school and play an active role in their children's learning.

Improvement since the last inspection in 1998 has been satisfactory overall. Standards at the end of Year 6, after the previous inspection, fell to below or well below national averages in 2002, but have since risen strongly to above the national averages in English and science, and to average levels in mathematics. Linked to this drop in standards, parents, pupils and governors report that pupils' attitudes and behaviour also deteriorated significantly over that period. Pupils' attitudes to learning are now very good and their behaviour is good. At the last inspection some teaching was unsatisfactory and a small amount was poor. All of the teaching seen in this inspection was at least satisfactory, with a high proportion that was good or better. A key issue at the last inspection was related to acts of worship. The school now fully meets the requirements for a daily act of collective worship.

### STANDARDS ACHIEVED

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

**Pupils achieve well.** Current standards in Year 2 are above average in reading, writing, mathematics and science. Standards in Year 6 are above average in English and science, and average in mathematics. Challenging targets have been set for the pupils currently in Year 2 and Year 6 for the test results in 2004 which, evidence indicates, they are on track to reach. Boys and girls do equally well. The children who started in Reception in September 2003 have made good progress, and most are on course to achieve the goals expected by the time they enter Year 1. Current standards in information and communication technology (ICT) in Year 2 and in Year 6 are above expected levels, as are those in art and design, and history. Standards in religious education in Year 2 and in Year 6 meet the standards expected in the locally agreed syllabus.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** They behave well and have very positive attitudes to school and to learning. Relationships are very good and pupils develop confidence and self esteem very well. The school provides pupils with many opportunities to develop an awareness of life in a culturally diverse society. Current levels of attendance are very good and punctuality is satisfactory.

## **QUALITY OF EDUCATION**

The overall quality of education provided by the school is **good**.

**Teaching is good** overall, with particular strengths in the teaching of English, mathematics and science in the Years 1/2 and Years 5/6 classes. Teachers in these classes have high expectations and, consequently, lessons are very well paced, and set pupils challenging activities. Teachers mark work well so that pupils know how well they are doing and how they can improve; consequently, they learn effectively. Pupils respond well to the challenges set for them in many lessons. Teaching in Years 3 and 4 is satisfactory but it does not have the pace and challenge seen in many other lessons in the school

The curriculum is good. It is very well supplemented by a very wide range of extra-curricular activities and the specially planned 'enrichment weeks', which provide pupils with opportunities to extend their learning in different contexts. The provision for children in the Foundation Stage is good. Pupils with special educational needs are very well supported, and those with particular talents are given help to achieve highly. Provision for the care and welfare of all pupils is very good. There are very good links with parents and with the local high school.

## **LEADERSHIP AND MANAGEMENT**

Overall, **leadership and management are good**. The headteacher is a very strong leader. He has successfully tackled many issues since his appointment and is well supported by the governing body and a committed staff team. The deputy headteacher plays an important part in school development and works very well with the headteacher. The role of subject leaders is effective, and they are having an increasing impact on standards and levels of achievement. Management is good. Good systems for checking pupils' performance and the quality of teaching are helping to improve standards. The governing body meets its statutory responsibilities well. Governors work effectively with the staff. They have a good understanding of the strengths of the school and areas for development.

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

Parents have very positive views about all aspects of the school and the good progress their children make. They recognise and support the changes that have taken place recently. They feel their children are achieving well and are happy. They think the staff of the school listens to them and works with them for the benefit of their children. The pupils like their school and feel it helps them to achieve good standards.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in mathematics in Years 3 to 6.
- Improve the overall consistency of teaching so that it is improved in Years 3 and 4.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### STANDARDS ACHIEVED IN AREAS OF LEARNING, SUBJECTS AND COURSES

Standards in reading, writing and mathematics are above average overall by the end of Year 2. By the end of Year 6, standards are above average in English and science, and average in mathematics. Overall, achievement for pupils of all abilities is good.

#### Main strengths and weaknesses

- Attainment in Year 2 is above average in reading, writing and mathematics. It is above average in English and science in Year 6.
- Attainment in mathematics in Year 6 is not as high as it could be.
- Pupils in Years 1 to 6 make good progress in English, science and information and communication technology (ICT) as they move through the school.
- The majority of children in Reception are on course to attain the early learning goals in all the areas of learning.

#### Commentary

1. The results of the reading, writing and mathematics tests for pupils in Year 2 in the summer of 2003 were very good. A high proportion of pupils reached the higher than nationally expected Level 3 in all three subjects. Girls and boys did equally well. The results were high in comparison with schools containing pupils from similar backgrounds. The 2003 results were the best that have been achieved for four years.

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

Standards in:	School results	National results
Reading	16.3(16.4)	15.7(15.8)
Writing	16.2(14.4)	14.6 (14.4)
Mathematics	17.5(17.3)	16.3 (16.5)

*There were 48 pupils in the year group. Figures in brackets are for the previous year*

2. The results of the English tests for pupils in Year 6 were above the average for all schools nationally. In science they were average and in mathematics they were below the average. The percentage of pupils who attained the higher than nationally expected Level 5 was above the national average for English, below the average for mathematics and average for science. Boys and girls did equally well in all three subjects. The year group achieved comparable results to similar schools defined according to their prior attainment at the end of Year 2. These standards were the best for three years.

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

Standards in:	School results	National results
English	27.6[25.9]	26.8 [27.0]
Mathematics	26.3[26.3]	26.8 [26.7]
Science	28.6[27.1]	28.6 [28.3]

3. The school has set challenging targets for pupils in the current Year 2 and Year 6 to reach in the tests in 2004. Pupils are well on course to achieve them.
4. Standards in religious education, in Year 2 and in Year 6, meet the requirements of the locally agreed syllabus. Standards in ICT, below expected levels at the time of the previous inspection, are now above expected levels in Year 6. Standards in all other subjects inspected are at or above the expected levels. Although the standards seen are similar to those reported at the last inspection, this represents a significant improvement in the last two years, as standards fell following the last inspection. There was not enough evidence to judge standards in design and technology, music and physical education.
5. Achievement for pupils of all abilities is good in English and science, and satisfactory in mathematics. Achievement in all other subjects is at least satisfactory. Although pupils' overall achievement is good it is not even across the school. As a result of lack of pace and challenge in the teaching in Years 3 and 4, pupils achievement is no better than satisfactory in these year groups. The high proportion of very good teaching in Years 5 and 6 raises standards, and pupils achieve very well. Very good progress can be seen in the many lessons when the high quality of teaching inspires pupils to great effort. Pupils with special educational needs and those of higher ability achieve equally as well as all other pupils because their needs are well met.
6. Overall standards on entry to Reception are broadly average. Children achieve well in all aspects of the Foundation Stage curriculum, and most are on course to achieve the early learning goals expected for their age by the time they enter Year 1.

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

Pupils' attitudes, values and personal qualities are very good. Their spiritual, moral, social and cultural development is very good. The attendance at the school during the last academic year was below the national average with the current year showing a good improvement and is now very good.

#### **Strengths and weaknesses:**

- The attitudes of the pupils are very good.
- Pupils' relationships with others are very good.
- The behaviour of the pupils is good.
- School promotes good attendance very well.

#### **Commentary.**

7. Pupils really enjoy school and have very good attitudes to learning. They are polite and friendly, and happy to talk to adults. Relationships throughout the school are very good. The behaviour in class and around school is good overall, with many instances of behaviour being very good. There are a few occasions, however, when the behaviour of a small minority of pupils is less than satisfactory. This is generally well managed by the teachers. No oppressive behaviour was observed during the inspection. Pupils report that any instances of bullying are dealt with quickly when brought to the attention of the staff. The school has invested a lot of effort into developing anti-bullying procedures, with the help of the school council. There was a small number of fixed-term exclusions in the previous year and, in the current academic year, one exclusion for persistent poor behaviour. The exclusion was carried out in line with statutory procedures.

## Exclusions

### *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	289	5	0

8. The pupils' personal development is very good, with the school successfully helping pupils to become mature and to develop good personal skills. The personal, social and health education (PSHCE) curriculum gives pupils good opportunities to explore their feelings. Pupils are keen to take responsibility and they are fully involved in the school through the school council, which has its own budget to spend. Pupils support each other very well, for example, those in Year 6 act as friendship monitors to ensure that any pupils who are on their own have someone to play with. The recent appointment of a learning mentor is successfully helping pupils gain confidence and self-esteem.
9. Pupils show a very good knowledge of the way the school works, and are happy with the range of clubs and activities that the school provides for them. Pupils' moral and social development is promoted very well in personal and social education lessons, and in assemblies. The theme during the inspection week was about people with disabilities and how they have overcome them; this not only raised social awareness but also helped to encourage pupils to work hard to achieve their goal. The Year 6 residential trip supports social development very well. Cultural education is good. Many visits to local places of interest give pupils a good insight into local cultures. One particularly good example of this was the visit made to Bradford and the good awareness of other cultures that this has brought to the pupils.

## Attendance

10. Attendance is now very good. During the last academic year it showed a dip to well below the national average following a number of years when it had been well above the national average. The attendance dip was the result of high term-time holiday absence and some long-term sickness absence. The attendance for the current year is now back to the previously high level, at 96.25 per cent, although there are still some concerns about holiday absence during term time.
11. Pupils' punctuality is satisfactory overall, although there are some concerns about a small minority of pupils who are late on a regular basis. Much has been done to improve attendance, resulting in the present high level. The school has good reward systems in place to promote good attendance, with attendance certificates given each term. The school investigates the reasons for absence and lateness, with support from the learning mentor. Parents are good at notifying the school when their child is absent and the reasons for it. The school operates a first-day call system for the odd occasion that a pupil is absent and the school has not been notified.

### *Attendance in the latest complete reporting year 92.6%*

Authorised absence		Unauthorised absence	
School data	7.1	School data	0.3

National data	5.4
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National data	0.4
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*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Provision is good. The overall quality of teaching and learning is good. Curricular provision is good. The school makes very good provision for the care and welfare of all its pupils. Support and guidance is good and the links with parents and other schools are very good.

### Teaching and learning

The overall quality of teaching and learning is good. It is satisfactory in Years 3 and 4.

### Main strengths and weaknesses

- A high proportion of the teaching in Years 5/6 is very good.
- Teaching assistants support pupils' learning very well.
- Most teachers have high expectations of what pupils can achieve.
- Pupils learn effectively. They are well behaved, and most work hard.
- Teachers use ICT well to support pupils' learning.
- The arrangements for assessing pupils' work are good.

### Commentary

12. A high proportion of the teaching seen during the inspection was at least good and a significant proportion very good. The quality of teaching has risen significantly since the previous inspection.

### Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	12 (34%)	13 (37%)	9 (26%)	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons. Figures in brackets show the percentages in each category.*

13. The Reception classrooms are well organised to provide attractive and interesting places where young children can learn, and teaching is good. There is a clear emphasis on the teaching of basic skills in language and number, and positive and caring relationships help children to make very good progress in their personal, social and emotional development.
14. In Years 1 to 6, the school has improved on the quality of teaching and learning seen at the previous inspection. Consequently, pupils' achievements are good, particularly in English and mathematics, by the end of Year 2 and in English, science and ICT by the end of Year 6. Teachers' knowledge of the National Curriculum and national strategies for literacy and numeracy is good. They have a good understanding of how pupils learn, and this plays a significant part in pupils' good achievement. Although teaching in Years 3 and 4 is satisfactory it does not have the pace and challenge seen in many other lessons resulting in pupils' achievements being satisfactory in those years.
15. A particular strength of the school is the work of the well-trained teaching assistants. They work closely and effectively with teachers to provide each pupil with the opportunity to take part in all the school has to offer. They often give unobtrusive, but vital support, and pupils respect and trust them implicitly. Many have been trained to take on specific responsibilities,

which they do very well. For example, teaching assistants provide support in areas such as ICT, speech and language difficulties, and art and design.

16. Teachers follow the school's guidance for the planning of lessons well and this results in well-planned, interesting and productive lessons. The way in which pupils are encouraged to support each other, and the frequent changes in activity, are two particular strengths in teaching that are seen regularly and used consistently. This helps pupils to work both at a brisk pace and with good levels of concentration. On the occasions when there is less pace and challenge in the lessons pupils do not make the progress of which they are capable. Most of the teaching in Years 5 and 6 is characterised by very high expectations of what pupils can achieve and a very lively pace to all parts of the lessons. Pupils respond very well to these expectations and work hard to be successful. Solving problems in all subjects is an important part of the work and pupils are learning to use their knowledge confidently and flexibly. This was demonstrated very well in a Year 6 mathematics lesson, when pupils used their knowledge of reflection to draw the reflection of shapes that crossed from one quadrant to another. Homework is used well in all subjects to support and extend pupils' learning.
17. There is a good emphasis on pupils sharing ideas and tasks, and often evaluating each other's work and ideas. In all classes, pupils are asked to describe how they did something or how they arrived at that point of view. One pupil commented that this not only helped him to know what someone else thought about his work, but also gave him ideas about how the task could be tackled in a different way. This approach contributes to the positive working atmosphere in the school, where pupils show genuine concern for one another and the quality of their work.
18. The school also makes very effective use of grouping arrangements for literacy and numeracy lessons. Pupils work with others who are at similar stages in their learning, which helps teachers to focus on key skills and allows pupils with special educational needs to work in small groups, concentrating on their learning targets. Similarly, higher attaining pupils are able to progress rapidly in developing their knowledge and skills. The system works well and contributes to the good achievement of all pupils. The group arrangements are flexible, and pupils transfer between them as and when they need extra support, or are ready to progress at a quicker rate.
19. Teachers assess pupils' progress in all subjects well and use the information gained in the planning of future work effectively. This aspect has improved considerably since the previous inspection and now helps to ensure that pupils usually make good progress in acquiring new knowledge and skills. This also applies to pupils with special educational needs; teachers carefully monitor their progress towards their well-focused targets and new work is planned to build on what they already know and can do. Pupils' work is marked carefully and the marking tells them how well they have done and how they could improve. Also, pupils are well aware of their personal targets; this helps them to make good progress.

## **The curriculum**

The curriculum provided by the school is good. The accommodation is good overall and resources are good.

## **Main strengths and weaknesses**

- The breadth of curricular opportunities provided for the pupils from Years 1 to 6 encourages confidence in learning, so that pupils are very well prepared for each stage of their education.
- The curriculum for pupils with special educational needs is very good.
- A stimulating and quality environment is provided in Reception.
- Provision for pupils' personal, social and health education is very good, and staff work hard to enrich the curriculum to excite, motivate and challenge pupils to learn.

## Commentary

20. The quality of the curriculum is good overall and meets the needs of pupils of all backgrounds and abilities well. This is similar to that reported on at the last inspection. Pupils achieve well as a result. The provision for pupils with special educational needs is very good. They have access to all aspects of the curriculum, play a full part in the life of the school, and benefit from well thought-out adjustments that help fit the lessons they receive to their particular needs. Similarly, pupils identified as gifted or talented are well catered for and benefit from teachers' awareness of their particular abilities.
21. The school provides a very good range of interesting activities. The links with the local high school and other partner primary schools give pupils good opportunities to broaden their interests in a very practical way. The very well planned 'enrichment weeks' are very popular with pupils and offer them opportunities to learn beyond the boundaries of the classroom. The school is always open to new ideas and, currently, pupils benefit from additional expertise in sport, art and design, music and ICT. The curriculum is regularly enriched by visits, visitors and a very good range of out-of-school activities. Pupils are very well prepared for the changes they will encounter at the next stage of education.
22. Joint planning for the Reception classes places a good emphasis on providing practical, enjoyable and stimulating experiences of good quality. Good use is made of the outside area recently created.
23. The very good provision for pupils' personal, social and health education covers a wide range of opportunities, through the well-planned programme that includes citizenship. These contribute very well to the development of pupils' self-esteem and confidence, and result in the very good relationships evident in the school and in pupils' very good attitudes to learning.

## Care, guidance and support

The school's care, welfare, health and safety arrangements for the pupils are very good. The school gives good support and guidance to pupils using the detailed knowledge that staff have about individual children.

### Strengths and Weaknesses:

- The relationships between pupils and staff are very good.
- The school provides a very safe, secure environment.
- The school has very good induction arrangements.
- All members of staff know the pupils well and offer good support and guidance.
- Pupils' views are taken into account very well through the school council.

## Commentary.

24. The school's provision for the health, safety and welfare of the pupils is very good, with an environment in which pupils can learn well. The school carefully carries out all its statutory checks on fire, electrical and sports equipment and takes the safety of its pupils seriously, with termly safety audits and an annual report. The governors are closely involved in ensuring a safe environment is maintained, and there is a designated health and safety governor. The headteacher, who has undertaken relevant training, carries out risk assessments, including fire and for all visits.
25. The pupils and staff are very welcoming to visitors and there is a very warm, friendly atmosphere in the school. The school council ensures the pupils have an active voice in decision-making and has already made suggestions for changes. For example, it is currently being consulted on disability access and changes to the toilets. The school council is well

organised and chaired well by the pupils who feel that their views and opinions are valued and acted upon.

26. Child protection procedures are fully in place. All members of staff have had suitable training and the governors are clear about their responsibilities and carry them out well. The school works closely with a range of outside agencies to support pupils, and is very sensitive to the needs of pupils. The learning mentor is effective in raising pupils' confidence and self-esteem. This enables them to make good progress.
27. The school has very good induction procedures for its pupils, for example it holds an open morning in the early part of the year for children and parents and staff visit the playgroups. Close liaison with the local high school and opportunities for Year 5 and 6 pupils to meet other pupils from the school help to ensure that transition runs smoothly.
28. At lunchtimes pupils are well supervised and the senior midday assistant organises activities for them. For example, the 'Wacky Wheelies' gave pupils an opportunity to use their skateboards and scooters to negotiate a series of obstacles. Appropriate safety equipment is used to ensure no injuries occur.
29. The pupils report that they now experience little bullying, and staff deal with any issues quickly and effectively. Pupils report that teachers help them and expect them to work hard. They are very happy to approach and discuss with staff any concerns, and generally enjoy very good relationships with staff and fellow pupils. Pupils are well supported and given good advice on their development. The school has the Healthy Schools' Award. There are effective monitoring procedures for the pupils, both academically and for their personal and social education.

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

The school has a very good partnership with parents and works very well with them.

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

- Parents are very supportive and very happy with the school.
- There are very good links with other schools and the community.
- The school is very good at seeking the views of parents.
- Transfer arrangements for pupils to the high school are very good.

## **Commentary**

30. Parent's response to the questionnaire was very supportive of the school. The parents who returned the questionnaire showed overwhelming support, with no area giving cause for concern.
31. A good number of parents help in the school on a regular basis which supports pupils' learning well, for example, a grandfather assists with the gardening club. The school has an effective parent association that raises funds for the school and organises social events. The funds raised have gone towards providing additional resources for the school such as the library and the playground. The equipment provided is having a positive effect on the lives and learning of the pupils.
32. The school takes very seriously and deals very effectively with any concerns from parents. The school consults parents on issues about the school and has conducted its own survey to take into account the views of parents. Parents are invited into school and they are very supportive of activities such as concerts and the sharing assemblies, when their children are presented with awards and the pupils perform for their parents.

33. The school provides good information in newsletters for parents, which contain details of the events taking place and information about topics and the curriculum. There is a very informative prospectus and annual report to parents, both of which are easily readable. The school supports parents well by, for example, courses for parents on positive parenting and the SHARE course which gives parents good ideas about how to have a positive impact on their child's education. The school provides good quality reports on pupil's progress that state what pupils are capable of. The reports can be discussed with the teacher if parents wish to during the summer term. There are well attended consultation evenings each term for parents to discuss their child's progress or concerns with the class teacher. The parents like the fact that the headteacher is very visible and that all staff are very approachable.
34. The school has very good links with the community. There are visits made to special places, and visitors into school, to help children develop wide experiences. For example, the pupils have visited a number of churches and, at Christmas, went carol singing in the local supermarket. Recently, the pupils in Year 5 visited the local council chamber to undertake a debate and see how democracy works. The school has very good links and works closely with the high school to which the pupils transfer. The pupils spend two induction days in the high school to try to ensure smooth transfer. The Year 6 teacher visits the high school during the first term after transfer to see how pupils have settled. The schools work closely on the transfer of pupils with special educational needs with close liaison between all the schools in the cluster.
35. The school offers work experience placements for pupils from the high school and offers initial teacher training places to students from a college in York. The school also has very good links with the local cluster schools and has carried out training within the local education authority on workforce remodelling. The links with the community, and local schools and colleges, have a very positive impact on the pupils learning and development.

## **LEADERSHIP AND MANAGEMENT**

The overall quality of leadership and management provided by the headteacher, key staff and the governing body is good.

### **Main strengths and weaknesses**

- The headteacher is a very effective leader and manager.
- The governing body works actively towards shaping the future of the school. Governors have a clear understanding of the school's strengths and weaknesses.
- Subject leaders and other key staff have developed their roles well, and are effective.
- Many new management systems have been put in place in the last two years and these are having a noticeable impact on raising standards.

### **Commentary**

36. The headteacher is an inspirational leader who is very ably supported by the deputy headteacher. He leads the school with determination and a strong sense of purpose. Since his appointment he has been very successful in helping to raise standards, particularly in English, science, and in ICT. He has a very clear view of how the school should continue to develop and is very effective as a team leader in expecting and enabling colleagues to take part in and achieve the school's aims. This is particularly evident in the way he has helped to develop the confidence of staff at all levels in taking on leadership roles. As a result, everyone in the team, including support staff, have a clear view of their role in future developments and share a strong commitment to continuous improvement.
37. Overall, the co-ordination of subjects and aspects of school life is good. All co-ordinators help to develop policy and practice, and also give a good level of support to colleagues. They use a wide range of monitoring procedures to gain understanding about strengths and

weaknesses in their area of responsibility, and effectively bring together action plans that are an integral part of the school improvement plan. The deputy headteacher as assessment coordinator plays a very important role, particularly in analysing assessments to help target extra support towards those pupils who have the greatest needs. This has been crucial in bringing about the improvement that has taken place in pupils' writing. The co-ordination of special educational needs is also very effective and ensures that identified pupils are fully integrated into school life and achieve well. In ICT, significant developments have taken place in the last two years and these have been managed very well.

38. The governing body is good. Governors, many of whom are relatively recently appointed, are very well informed by the headteacher and other key staff about the strengths and weaknesses in the school. The governing body has an effective committee structure that enables the main committee to concentrate on major decisions. It focuses clearly on school improvement and complements the school's own monitoring and evaluation systems. It has a direct impact on raising standards and on the continuing development of the school. Governors are fully involved in setting the school's agenda through its improvement plan, and progress towards meeting the priorities in the plan is monitored regularly. Efficient systems ensure that the budget is used to best effect and in line with educational priorities. Performance management procedures are closely monitored by the governing body. Governors take their responsibilities very seriously and are successful. They work closely with the headteacher, and are able to both challenge and support within a climate of mutual respect and trust. There is full compliance with all statutory requirements. Governors have ensured that a key issue raised at the last inspection about non-compliance with the requirements for collective worship has been addressed.

39. The quality of management is good. The school's very good systems help it understand its current position and to plan for improvement. They are beginning to have a noticeable impact on practice. The headteacher has introduced a rigorous system of school self-evaluation that involves all those associated with the school in determining the success of its work. The senior team has a vital role in monitoring and evaluating major areas of work, and the school has already highlighted in its improvement plan the importance of raising standards in mathematics. The school's effective performance management arrangements have helped to ensure that staff are both well supported and challenged. There are very good arrangements for the professional development of staff. Since the appointment of the headteacher in 2002 many new ideas have been introduced into the school and staff have responded to these very well. As a result, the overall quality of teaching is continually improving and is markedly better than at the previous inspection, when a small amount of unsatisfactory and poor teaching was noted.

40. The budget is managed very well and the headteacher and governors are careful in applying the principles of best value. In the last financial year, a planned carry forward of more than five per cent was agreed with the local education authority in order to help cushion the effects of the projected downward trend in pupil numbers. The expected surplus for the current financial year is much smaller.

41. Overall, there has been satisfactory improvement in the leadership and management of the school since the last inspection. Good improvement has taken place since 2002 with the appointment of the current headteacher.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	754,189	Balance from previous year	102,128

Total expenditure	768,758
Expenditure per pupil	2,588

(2001/2002)	
Balance carried forward to the next year	100,187

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

42. Children start in Reception at the beginning of the year in which they reach age five. On entry, their skills and knowledge are, on the whole, in line with those usually seen at that age. Within this overall pattern, there is a wide range of attainment. During the time that they spend in Reception, children's achievement is good and almost all are on course to attain the early learning goals. A significant number are likely to attain beyond these goals, particularly in the area of personal, social and emotional development. Children with special educational needs are very well supported, so they make good progress and achieve as well as the other children.
43. Provision is good, as was noted at the last inspection. There have been noticeable improvements in planning and resources in the last two years. Overall, teaching is good and the staff work closely as a team. Teaching of personal, social and emotional development is very good. Planning is detailed and good links are made between the areas through the use of different themes, such as the current one that is based on the sea-side. The progress made by all children is very carefully monitored and assessed. The leadership and management of the Foundation Stage are good, and a very good partnership is established with parents.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Relationships between children and adults are very good.
- Children work together well in groups and develop good levels of independence.
- All adults promote learning consistently in all activities.

#### **Commentary**

44. Children achieve very well as a result of very good teaching. The adults provide good role models and work consistently to develop children's understanding, encouraging them to take turns in activities, play together and share resources. Praise and encouragement are used very well, raising children's confidence and self-esteem. Relationships are very good and children behave well. The activities planned give children very good opportunities to make choices and work independently, and this motivates them to learn. Children make noticeable improvements in developing independence in personal hygiene. As a result of this very good start children are on course to attain the early learning goals. Many are on course to exceed them.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Teaching and learning are good.
- Language development in all areas is well structured to fully exploit opportunities for learning.

## Commentary

45. Achievement is good. Staff have a good knowledge of the teaching of the early skills, and there is a high focus on their development. Activities are well planned and children learn to use their skills in meaningful situations. Adults guide children through activities, and their progress is very carefully monitored to ensure that provision builds on the children's previous learning. The careful and consistent way in which children are encouraged to develop their speaking and listening skills is a strong feature of the teaching. As a result, children learn to take turns in speaking, listen carefully and make relevant comments. Children are introduced to a good range of books and texts, and they handle books carefully. They enjoy looking at books and make good attempts at explaining the stories. Many join in reading when looking at familiar books. Early writing skills are planned into many activities, and children make good attempts at writing, for example when writing their names on their art work and when pretending to write postcards from their sea-side holiday destination. Opportunities are particularly well developed to extend children's language and literacy through outdoor play and role play situations, such as the pirate ship and the holiday boat cruise. Occasionally, children in the Reception/Year 1 class are involved in adult-directed activities for too long, notably at the introductory stages of a lesson.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- There is a strong focus on numbers and children achieve particularly well in this aspect of mathematics.
- Opportunities for using mathematics in other areas of learning are well exploited.

## Commentary

46. Children are taught about numbers particularly well, and they achieve well. Teaching is structured and systematic in whole class sessions and adult-directed group work. As a result, many children count confidently and reliably beyond ten. Many recognise numerals up to ten and use the correct name. Classroom displays reinforce children's knowledge of and familiarity with numbers. Children are knowledgeable about both two- and three-dimensional shapes, and about simple calculations. Most children use mathematical language well to describe concepts such as 'greater' and 'smaller', 'more' and 'less'. Good opportunities are created to extend and use children's developing mathematical understanding in other areas, such as when they pretend to buy ice-creams at the sea-side kiosk. In the Reception/ Year1 class, children benefit from the challenge of working with older pupils but this sometimes restricts the opportunities they have to take part in self-chosen activities.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Provision in this area is systematically planned for and taught well.
- Interesting activities are practically based.
- Good opportunities are given for children to find out about materials and living things.

## Commentary

Teaching and learning are good. Children achieve well in this area because of the practical way in which they are encouraged to learn. For example, they learn about plants when they look after them in the Reception class garden, and they learn about shells by observing them closely and finding out what they are like. In ICT, most children are able to operate simple programs related to the work they are doing, and are confident to print out their work. Children are taught to use a wide range of tools and materials to design and make things. For example, they learn how to fix equipment together to make models, and they have made puppets using a wide variety of techniques. Children learn effectively to compare the past with the present, for example when finding out about differences in laundry procedures. The outside area is used well for learning about the environment and the natural world.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Teaching is good, so that children achieve well.
- The outdoor area is used well.

### **Commentary**

47. Good teaching enables children to understand the importance of exercise to maintain good health, to develop a good awareness of space and to move with good control and balance. They use equipment well, such as balance beams, to increase their co-ordination. Children develop climbing, crawling and balancing skills. They use a range of tools, kits and construction materials well to develop their dexterity and manipulative skills. The outdoor area has been developed effectively and is used well to support children's learning. The proposed development of a larger area to allow for greater use of wheeled vehicles is an important next step.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Role-play situations are very well thought out and used to encourage children's imaginative response.
- Good links are made between creative development and other areas.

### **Commentary**

48. Teaching is good. Children make good progress and are well on course to attain the early learning goals. A significant number are on course to exceed them. Overall, children use a range of media well to create their own pictures and designs, often stimulated by links to the theme, for example when they painted the sea and drew patterns that they had observed on sea shells. They also produce collage and observational drawings of good quality. On occasions, however, the outcomes of their work are 'over-directed,' particularly when they do not have access to the full range of resources that have been set up in the recently established 'creative area'. Children use their imaginations particularly well in the role-play areas, which are very well thought out to engage and motivate them. A good range of musical instruments is available, and children have good understanding about the ways in

which these should be used. They sing a good range of familiar songs with enthusiasm, as was seen when they sang alongside the pre-school children.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

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

- Pupils attain above average standards by Year 2 and Year 6. Standards have improved significantly since 2002.
- Pupils of different backgrounds and abilities achieve well in speaking and listening, reading and writing.
- The overall quality of teaching and learning is good. It is very good in Years 5 and 6 and in one of the Year 1/2 classes.
- The setting of targets has made an important contribution to raising standards.

#### **Commentary**

49. Pupils' skills in speaking and listening are above those expected for their age by Year 6. Throughout the school, pupils learn to be confident speakers, both in class and in more formal situations and, by Year 6, pupils are keen to express opinions. Pupils of all ages respond very well to teachers' encouragement to contribute to assemblies and class discussions. They answer questions and make comments thoughtfully as they listen actively and attentively. 'Circle-time', which is organised as part of the personal, social and health education programme, plays an important part in helping to develop pupils' skills in speaking and listening because they need to listen very carefully at this time to others' points of view.
50. Pupils of all ages enjoy reading and achieve well. Teachers and support staff all play an important role in helping pupils with their reading. There is a wide range of different strategies used to provide pupils with extra support if this is needed. In Year 6, many pupils show good levels of comprehension, and appreciate the underlying ideas and subtleties in the text. They refer to what they consider to be successful use of writing techniques by the author. For example, one pupil said 'the way the author uses adjectives helps to put a picture in my mind very well'. They can explain clearly why they like certain books, giving informed reasons for their choice. Pupils use the library, indexes, glossaries and contents pages successfully to find information from books. Research skills are used effectively to support pupils' work in other subjects.
51. Pupils' skills in writing are good, and are much improved in recent times. This is as a result of the significant amount of development that has taken place in this aspect of the school's work. In Year 6, pupils have a clear understanding that writing needs to be organised in different ways depending on its purpose, for example when writing poetry or a play script. Pupils' writing is logical and often shows original ideas that often capture the interest of the reader, for example when one pupil introduced a piece entitled 'Seven Chairs' by writing, "That was your last chance Elderneth!" exclaimed one of the guards. Work is very well presented and noticeable improvements are taking place in pupils' handwriting as their skills build through the school.
52. Teaching is good overall. It is, however, still too variable even though improvements have taken place to ensure that there is now none of the poor teaching noted at the last inspection. The good standards in Year 6 are the result of very good and sometimes excellent teaching in the Year 5/6 classes. During the inspection, very good teaching was also seen in one of the Year 1/2 classes. However, the teaching seen in Years 3 and 4 was only satisfactory. A

strong emphasis is given to this subject throughout the school. Pupils receive a significant amount of individual attention from adults in developing their skills and there are well thought out approaches to encouraging pupils' independence. Consequently, pupils are motivated and confident. Many can describe the 'strategies' they need to use to be successful writers. Teachers build their lesson planning appropriately on the National Literacy Strategy, and this is effective. Staff use the technical vocabulary associated with the subject well, for example when describing parts of a word and elements of the text. Pupils try hard and they respond particularly well to the high expectations that are made of them. Teachers and support staff work together closely, with good liaison helping to ensure that work is well matched to pupils' levels of understanding and all, including the most able pupils, are challenged very well. Where teaching is satisfactory, lessons are taught competently, but teachers do not have the same high expectations or the sense of urgency seen in those lessons that are good or better. Where teaching is very good or excellent, teachers use the school's target-setting approach to real advantage, so that pupils are clear about what they are aiming for. In these situations they try very hard indeed to give of their best.

53. The co-ordination of English is good and there has been good improvement since the last inspection. The subject co-ordinators are knowledgeable in the subject. They have worked well with the assessment co-ordinator to introduce a very good system of target setting that motivates pupils. Standards of attainment, and standards of teaching and learning, are monitored carefully. Once strengths and weaknesses are identified, attention is focused on bringing about improvement. There is good use made of ICT to support pupils' learning in English. It is used very well in the Year 5/6 classes.

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

The National Literacy Strategy has been implemented and adapted successfully to suit the school's situation. Pupils' skills of speaking and listening, reading and writing are used well across all other curriculum areas.

## **MATHEMATICS**

The overall provision for mathematics is **good**.

### **Main strengths and weaknesses**

- The overall quality of teaching is good, It is very good in Years 5 and 6 where pupils are enthusiastic and make very good progress in their learning.
- Teaching assistants are used very well to help pupils to learn.
- Teachers check pupils' progress well and set targets for improvement.
- The leadership of the subject is very good.
- Increasingly, mathematical skills are being practised and developed in other subjects, particularly through the use of information and communication technology.

### **Commentary**

54. Pupils of different backgrounds and abilities achieve satisfactorily overall, and build effectively on their attainment at the start of Year 1. By the end of Year 2, pupils' performance is above average. This is the result of the good standard of teaching in both Years 1 and 2. The pace of learning is good because the teachers question individuals well to ensure they understand the new learning. Throughout the lessons, there is a strong emphasis on developing pupils' understanding of mathematical language. Very good relationships between pupils and adults create a harmonious working environment where pupils achieve well.
55. In Years 5 to 6, very good teaching has had the result of raising standards considerably. The grouping of pupils into classes of similar levels of attainment results in a high level of

challenge for pupils at each level of attainment. By the end of Year 6, this academic year, most pupils are likely to achieve the expected Level 4, and a significant proportion are expected to reach Level 5. This would be a significant improvement on the results obtained last year. Good use is made of national guidance and the teaching is very well thought out. There is good use of resources to focus pupils' learning during questioning; for example, when pupils in Year 6 consolidated their understanding of translation and rotation of shapes, the interactive white board was used very well. Teachers expect high levels of behaviour and this is achieved well through quiet assertive reminders to individuals. Teachers explain very well and provide plenty of opportunities for practice, both individually and in small groups. At the end of lessons, teachers check pupils' progress well. In most lessons, discussion is encouraged, resulting in a high level of enthusiasm for the subject and better mathematical understanding. Although teaching in Years 3 and 4 is satisfactory it does not have the pace and challenge seen in many other lessons.

56. Teaching assistants are well used to assist pupils' learning, particularly when working with pupils with special educational needs. Pupils' work is marked regularly with positive comments and indications about how pupils can improve. Written targets for improvements are provided for pupils who, consequently, know how well they are doing and what they need to do to achieve the next level of attainment. ICT is well used in most classes to support learning in mathematics through opportunities for pupils to consolidate their skills and practise calculations in interesting ways, thus holding their interest well.

57. The subject is currently being led very well. The deputy headteacher has recently taken on the role of subject co-ordinator. She has analysed well the answers to questions in the national tests and identified areas for improvement. This has resulted in good improvements in standards in the present Year 6 compared with recent results. The co-ordinator has good information about pupils' progress over time. She has begun to use this information effectively to set targets for pupils, as well as to highlight those pupils who need additional help to achieve the level expected of their age, or above.

### **Mathematics across the curriculum**

Opportunities are consistently planned and used well in other subjects for pupils to practise mathematical skills, for example using bar charts and graphs in science. Good progress has been made in using ICT to assist learning in mathematics.

### **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are good and pupils achieve well.
- The quality of teaching is good overall.
- The focus on investigational science is having a positive impact on standards.
- There is good use of ICT
- Resources for learning are good and are used effectively.

### **Commentary**

58. Standards at the end of Year 2 and Year 6 are above average and pupils of different abilities achieve well in all aspects of the subject. The focus on investigational science has been effective in raising standards. A progression of skills is noted in the way pupils record the outcomes of their work, the range of recording styles including drawings, diagrams, bar charts, graphs, short and longer reports. All pupils' recorded work shows a developing understanding of science, and presentation of work is good. Much use is made of 'mind

mapping' and ICT in recording pupils' work. This gives pupils an element of choice in their recording styles. It was used effectively in one lesson when one group of pupils was finding difficulty in designing a poster. The use of ICT ensured that these pupils were able to achieve the objective of the lesson and remain on task. Homework is used well to reinforce and enhance learning for pupils. Pupils' good development of scientific knowledge is evident. For example, during a lesson about teeth, pupils' asked questions which clearly demonstrated their increased understanding of life processes and living things, the functions of the different organs and the effect of micro-organisms on the make-up of the teeth. Pupils use good scientific vocabulary.

59. The quality of teaching in science is good overall. Teachers know their pupils well and use a good variety of activities to motivate them. There is good use of resources which adds interest and enjoyment in science lessons. Well-planned activities include tasks that are well matched to pupils' different abilities. Good use of open and closed questioning helps teachers to measure pupils' prior knowledge and to evaluate whether they understand the objective of the lesson. Pupils' good attitudes have a positive effect on their learning. They co-operate well with one another and respect each other's views.
60. The subject is led and managed well. The co-ordinator has recently been seconded to a post in another school and the headteacher is co-ordinating science on a temporary basis. The focus on investigational science and regular assessments has raised standards since the last inspection, and improvement in the subject has been good. The co-ordinator has led, managed and monitored the subject well through observing lessons, scrutinising teachers' planning and looking at pupils' work in books. Planning is thorough and results in a good progression of skills. Lessons are adapted well to suit pupils' needs, thus ensuring that pupils in the mixed-aged classes gain appropriate skills and knowledge. Good use is made of external visits and visitors. Pupils have enjoyed, among other things, practical workshops in classes, a fun science magic show and trips to explore the environment in order to raise the profile of the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **good**. There is very good provision in Years 5 and 6.

### **Main strengths and weaknesses**

- Standards have risen in recent years.
- Pupils achieve well; they achieve very well in Years 5 and 6.
- Support staff play a very important role and resources are used well.

### **Commentary**

61. There has been good improvement since the last inspection, with significant improvements in standards taking place in the last two years. The programme of training to update staff's skills and address any areas of uncertainty has contributed significantly to the development of the subject. There is regular inclusion of ICT in teachers' planning and clear improvements in its use across the curriculum. The school is not complacent and continues to review practice to ensure best use of the new resources and staff expertise. There is enthusiasm and commitment from governors, the senior management team and all staff to ongoing improvement in the subject.
62. Pupils achieve well through the school and attain the expected levels. By Year 6, a significant number of pupils attain above the expected levels. These older pupils use ICT very competently, for example to present information, such as when using a multi-media package, exchange information and ideas with others in a variety of ways, including through the use of

the Internet, and to note patterns and trends in data. They learn to model events and to interpret data that has been collected through the use of sensing devices. Throughout the school, pupils show very good levels of independence, are prepared to 'have a go' and try to work out problems for themselves. They talk knowledgeably about the use of ICT in everyday life. They are very enthusiastic and work very well either individually or in pairs. Pupils usually behave well, often very well, and show very good levels of concentration even though the computer suite is rather tight for space.

63. The quality of teaching is good overall. The good standards in Years 5 and 6 are as a result of very good teaching. The teaching seen in Years 3 and 4 was satisfactory. Staff are generally confident in the subject and plan well for the regularly time-tabled lessons. Pupils learn well because they are given clear instructions and plenty of opportunities to experiment, practise and learn from their mistakes. They usually learn quickly because tasks are interesting, and teachers and support staff demonstrate well the skills to be learnt. However, in the satisfactory lesson seen, the pace of learning slowed due to a lack of clarity about what was expected. Generally, the staff's positive approaches and interesting ideas catch the pupils' attention, for example when pupils in Years 5 and 6 learned how to find out the answers to a range of questions about water, such as whether it is wise to drink sea water. There is a clear system of assessment in the subject and pupils' progress is tracked. Pupils are involved in helping to record information about the progress they are making.
64. The subject is very well managed, with significant improvements over time. The co-ordinator provides a very good role model to staff in his own teaching, and provides very good support to any colleagues who lack confidence. A member of the support staff works alongside teachers in all lessons taken in the suite, and this is very effective. Resources are much improved in recent years. They are good overall and very good in Years 5 and 6. They are used well throughout the school. There is a clear policy concerning safe use of the Internet. There are very good arrangements for monitoring the subject so that the co-ordinator is clear about what is required to effect further improvements.

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

65. Staff use ICT well in all areas of the curriculum. It is used very well in Years 5 and 6. Planning for its use across the curriculum is thorough, and a range of equipment including interactive whiteboards and lap top computers, are used effectively to promote pupils' learning in many subjects.

### **HUMANITIES**

66. During the inspection it was not possible to observe any lessons in geography or history and so these subjects were sampled using school planning, pupils' work and discussions with pupils. It is not possible, therefore, to judge the quality of provision.
67. Standards in **history** are above expected levels by the end of Year 6. During a discussion, Year 2 pupils spoke articulately and at considerable length about famous people they have studied, and pupils in Year 6 demonstrated a good knowledge of the work they have covered, for example on World War Two. All pupils were particularly enthusiastic about the visits they have made to bring their learning to life.
68. As no lessons were seen during the inspection no overall judgement can be made on the quality of teaching. However, scrutiny of books shows a good range of historical information using ICT skills, and work reflected good detailed research undertaken by pupils. There is progression of skills and understanding evident in written work, with appropriate vocabulary and chronology. There is a good range of presentational styles used, resulting in clear, stylish and colourful work enhanced by good handwriting. Work is consistently marked with appropriate comments to further learning opportunities.

69. The subject is well managed with a clear programme based on national guidance, but adapted well to suit the school's needs, thus ensuring that pupils in the mixed-aged classes are gaining appropriate skills and knowledge.
70. Standards in **geography** by the end of Year 6 are in line with expected levels and pupils throughout the school achieve satisfactorily.
71. During discussions, Year 2 pupils used appropriate geographical vocabulary and demonstrated an awareness of localities beyond their own, whilst older pupils spoke in detail about the river study they had recently completed and the residential trip they had enjoyed. The scrutiny of work and the discussion with pupils shows a good emphasis on developing pupils' practical understanding of geography. This supports their learning well. Many field trips, visits and visitors bring the subject to life for them. Pupils use a good range of sources to find the information they need to complete their work. This is reflected in the good range of work seen.
72. As no lessons were seen during the inspection no overall judgement can be made on the quality of teaching.
73. Co-ordination of the subject is good. The subject is closely monitored and there is currently a focus on assessment. The more rigorous planning and the good resources available are making the subject more real. This is having a positive impact on standards.

## RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

### Main Strengths and weaknesses

- A wide range of visits and visitors supports pupils' learning well.
- Pupils have positive attitudes towards religious education.

### Commentary

74. Standards in Year 2 are in line with those indicated in the locally agreed syllabus. Pupils understand the basic facts of Christianity, including baptism, and the principal events in the life of Jesus. They have visited the local church and have had a 'pretend Christening' using the pupils as parents. Pupils recounted the story of 'Rama and Sita' and were able to link it to the Hindu faith. They appreciate what is meant by 'special'. Standards in Year 6 are also in line with expected levels. Scrutiny of books shows a good range of work, relevant to their age group. Work is detailed and informative and demonstrates a range of recording outcomes. Much work explores the feelings of pupils. Presentation is very good and there is appropriate use of ICT.
75. Pupils enjoy religious education and display positive attitudes to learning. A recent project in which pupils visited Bradford has had a positive impact on their understanding of other faiths. The enrichment week, where visiting dancers and leaders from other faiths, including Sikhism, Judaism and Hinduism worked with pupils to promote knowledge and understanding, celebrated diversity and brought 'hands on' experiences for pupils was particularly successful.
76. As only one lesson was observed during the week of inspection, it is not possible to give an overall judgement on the quality of teaching. However, in the lesson seen teaching was satisfactory. There was effective use of open and closed questioning to elicit knowledge and to informally assess prior learning. The lesson was well prepared and tasks were matched to

ability, enabling pupils to work independently, and an ordered, productive atmosphere was maintained.

77. Co-ordination of the subject is satisfactory. The co-ordinator is new to this post and is currently completing an audit to be used as a basis for developing the subject. He has a clear long-term vision focussed on assessment and the raising of standards. Resources are good, and effective use is made of a range of visits. Planning is carefully linked to the North Yorkshire Agreed Syllabus and is suitably adapted for the mixed-aged classes. Assemblies are good and support well the work in religious education. They are based on themes, provide pupils with a variety of experiences and are thought provoking and enjoyable. For example, the theme during the inspection week was disability.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. It was possible to observe only one lesson in art and design, one in physical education and none in design and technology or music, so these subjects were sampled. It is not possible, therefore, to judge the quality of provision in these subjects.
79. An examination of the range of work on display indicates that standards in **art and design** by Year 6 are above average. Throughout the school, pupils have a good range of experiences and opportunities to develop their imagination and techniques. From the work seen it is evident that pupils build up good skills as they move through the school, using a variety of media. Display is used very well to demonstrate the wide range of opportunities pupils get to develop their skills and imagination. Work seen ranges from pictures in pastels, in Year 1/2, based on the work of Picasso, to vibrant flower pictures in Years 3/4 based on the work of Georgia O'Keefe, and landscapes in Years 5/6 using optical colour mixing. The one lesson seen was well led by a teaching assistant and helped pupils develop good skills in observational drawing.
80. The subject is well led and managed. There is a good scheme of work that takes account of national guidance.
81. An examination of pupils' work and teachers' planning, and discussion with pupils, indicate that a suitable programme in **design and technology** is undertaken. There is good emphasis given to the development of pupils' understanding of the design, make and evaluate process.
82. The subject is satisfactorily led and managed. Effective use is made of national guidance to help ensure that the programme is both interesting and taught systematically.
83. It is not possible to make a judgement on standards or the quality of teaching and learning in **music**. From the singing heard during an assembly it is evident that pupils enjoy this and do it well. Planning shows a good range of opportunities is provided for pupils to develop their skills and imagination. Pupils take part in many musical activities outside the curriculum, including learning an instrument, choral singing and taking part in concerts outside the school.
84. The subject is well led and managed, and a suitable scheme of work takes account of national guidance.
85. In **physical education**, there is good coverage of all areas of the curriculum. During the inspection, only one lesson was seen and this was good. Pupils have opportunities to participate in an appropriate range of physical activities, including gymnastics, games, swimming, dance and athletics, and outdoor and adventurous activities. Teachers' planning shows that the National Curriculum requirements are met. Pupils dress appropriately for physical education lessons. Facilities for the subject are good. The school makes good use

of its hall, field and outdoor areas. There is a good range of equipment to enable development in the subject, including large and small apparatus and games resources. Apparatus has been purchased for and used in the playground to provide pupils with opportunities to be physically active at lunchtimes.

86. The subject is well led and managed. Lessons and teachers' plans have been monitored and resources have been audited. There is a subject policy, good scheme of work and a useful system of assessment. A very good range of out-of-school activities, such as basketball, football and cricket contribute to pupils' enjoyment of the subject.

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

87. No overall judgement of provision is possible because only a very small number of lessons were seen during the inspection. However, pupils' personal development is a high priority, and there are many opportunities for them to discuss ideas, feelings and matters of importance within a context of trust and mutual respect. All classes have time-tabled sessions for circle time, when pupils discuss their feelings and ideas about specific topics. In the lesson seen, this was well handled and the pupils were mature and articulate. In discussions with them about their responsibilities and their work they showed that they hold firm personal views, but respected differing opinions of others. Pupils are made fully aware of social and moral issues appropriate to their ages and levels of understanding, for example the need to recycle waste materials, and are actively encouraged to develop a healthy lifestyle.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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