

INSPECTION REPORT

ST MARY'S ROMAN CATHOLIC PRIMARY SCHOOL

Malton

LEA area: North Yorkshire

Unique reference number: 121653

Headteacher: Mrs K Snape

Lead inspector: Mrs J Randall

Dates of inspection: 29 September – 1 October 2003

Inspection number: 257852

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 aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	87
School address:	Highfield Road Malton North Yorkshire
Postcode:	YO17 7DB
Telephone number:	(01653) 692 274
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Mayo
Date of previous inspection:	2 June 1998

CHARACTERISTICS OF THE SCHOOL

This is a Roman Catholic school serving a small rural town and the surrounding countryside. At the time of the inspection there were 87 boys and girls attending the school with ages ranging from four to 11-years-old. No pupils are from ethnic minority backgrounds and most are British. No pupils speak English as an additional language, are Travellers or asylum seekers/refugees. The percentage of pupils on the school's register of special educational needs is low (12.6 per cent) and no pupils have statements of special educational need. The percentage of pupils in receipt of free school meals is below average (8.4 per cent). Pupil mobility is low and no pupils are in public care. Overall prior attainment on entry to school is average although all levels of prior attainment are represented. The size of year groups varies considerably from year to year and this factor, combined with the generally very small year groups, makes direct comparisons with national data and between year groups difficult.

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school providing a very good quality of education and giving very good value for money. The leadership, management, curriculum, teaching and learning are very good and support very good achievement. Attainment at the end of the Reception class is above average. At the end of Year 2 standards are above average in reading, writing and mathematics and in Year 6 above average in English, mathematics, science and information and communication technology.

The school's main strengths and weaknesses are:

- standards in reading, writing and mathematics are above average at the end of Year 2 and in Year 6 above average in English, mathematics, science and information and communication technology;
- teaching and learning are very good and the very rich curriculum supports very good achievement;
- provision for children in the Reception class is very good;
- provision for pupils' personal development, including spiritual, moral, social and cultural development, is very good and pupils behave very well and have very good attitudes to school;
- relationships within the school are excellent;
- leadership and management are very good;
- pupils are cared for very well and the school has a very good partnership with parents, the community and other schools;
- further resources are needed for the Reception class and the non-fiction library;
- accommodation for indoor physical education and the library restricts learning opportunities.

The improvement since the previous inspection is very good. All the issues for improvement have been well addressed. Standards have been maintained where they were above average and improved to this level where they were not. Standards in information and communication technology are now above average. Teaching has improved from satisfactory to very good. Leadership and management have improved considerably and the school now offers very good value for money.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	A*	C	A	A
mathematics	A	D	C	C
science	B	C	A	A

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.

A means that results were in the highest five per cent nationally.*

Overall achievement is very good because the curriculum is very rich and varied, most lessons challenge and excite pupils and they gain a wide breadth of knowledge and a keen interest in learning. **Standards in the goals that children are expected to achieve by the end of the Reception year are above average** in all six required areas of learning. **Standards at the end of Year 2 are above average in reading, writing, and mathematics.** **Standards in Year 6 are above average in English, mathematics, science and information and communication technology.** In small schools, such as this, direct comparisons in the results of tests and assessments from year to year and with other schools are difficult because of the very small numbers in each year group and one pupil can make a significant difference in the overall percentages at any level. In 2002 the results in the national tests and assessments at the end of

Year 2 were well above average in writing and mathematics and in the highest five per cent in the country for reading. In relation to similar schools they were in the highest five per cent in reading and writing and well above average in mathematics. In 2002, at the end of Year 6, results in the national tests were well above average in English and science and average in mathematics both in relation to all schools and to similar schools. Unvalidated results for 2003 reflect the high standards that the school achieves although the Year 6 year group had a pupil with learning difficulties in it.

Relationships are excellent and personal development is very good. Provision for spiritual, moral, social and cultural development is very good. Pupils' attitudes and behaviour are very good and support learning very well. Attendance is very good.

QUALITY OF EDUCATION

The overall quality of education is very good. The quality of teaching and learning is very good. It is very good in the Reception class and in Years 1-2 and good in Years 3-6 where there are two temporary teachers. Some lessons at this stage were very good. Most lessons are very challenging and teachers have very high expectations of behaviour and participation. Work is well matched to meet the needs of all pupils. Teachers are skilled at generating excitement and interest in learning by a wide variety of teaching strategies. **The overall quality of the curriculum for all pupils in the school is very good.** Very good opportunities are provided for broadening and enriching the curriculum and these contribute significantly to the very good quality of learning and to the very good achievement. There are shortcomings in the accommodation for indoor physical education and the library and resources in the Reception class and for non-fiction books. Pupils' care, welfare, health and safety are very good. The school maintains very good links with parents, other schools and with the local community.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The high quality leadership of the headteacher inspires other staff. The actions taken help the school to improve and to raise standards. The governing body supports and challenges the school very well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school. They are particularly pleased because their children like school and are expected to work hard. They believe that the school challenges the pupils, without pressure, to achieve their full potential. **Pupils** enjoy all aspects of school. They particularly like the educational visits, the rewards and praise, the friendliness and practical work and experiments.

IMPROVEMENTS NEEDED

In the context of this already very effective school the most important things that the school should do to improve further are:

- improve the resources in the Reception class, particularly those for outside activity, 'small world' and construction resources and for Years 1-6, the quantity and quality of the non-fiction books;
- to take all possible steps to improve the accommodation for indoor physical education and for the library.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall standards are good and have improved since the previous report. Attainment in the goals that children are expected to attain by the end of the Reception year is good with all children expected to achieve these targets and many to exceed them. Standards at the end of Year 2 are above average in reading, writing, and mathematics. In the present Year 6 standards are above average in English, mathematics, science and information and communication technology. Pupils achieve very well as much is expected of them and most lessons are challenging. The very broad and enriched curriculum supports this achievement.

Main strengths and weaknesses

- Standards in Year 6 are above average in English, mathematics, science and information and communication technology.
- Standards in Year 2 are above average in reading, writing, mathematics and science.
- Children in the Reception class can be expected to achieve the nationally required early learning goals in all six areas of learning by the time they reach the end of the Reception year and many would be expected to exceed these.
- Achievement is very good because lessons are challenging and the curriculum is rich and exciting.
- Pupils with special educational needs achieve very well because of the careful support.
- Pupils assessed as being gifted and talented achieve very well because of the challenging extension work and the extra external opportunities.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	19.5 (16.1)	15.8 (15.7)
writing	16.6 (15.2)	14.4 (14.3)
mathematics	18.3 (15.9)	16.5 (16.2)

There were 11 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	28.8 (27.6)	27.0 (27.0)
mathematics	27.0 (25.8)	26.7 (26.6)
science	30.6 (28.2)	28.3 (28.3)

There were 11 pupils in the year group. Figures in brackets are for the previous year.

All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the tests assessments is used to grade schools each year. Care needs to be taken when making comparisons with other schools and national figures as the school has very small year groups and the score of one pupil equals a large percentage of points.

1. In small schools such as this direct comparisons in the results of tests and assessments with other similar school and with schools nationally are difficult because of the very small numbers in each year group. In 2002 the results in the national tests and assessments at the **end of Year 2** were well above those nationally in writing and mathematics and in the highest five per cent in the country for reading. In relation to similar schools they were in the highest five per cent in reading and writing and well above average in mathematics. Unvalidated results for 2003 reflect the high standards that the school achieves. The inspection findings are that standards in the present Year 2 are above average in all three subjects. In 2002, at the **end of Year 6**, results in the national tests were well above average in English and science and average in mathematics both in relation to all schools and to similar schools. Unvalidated results for 2003 show above average standards. Fluctuations in results occur from year to year because the attainment of one pupil makes a significant difference in overall percentages. The inspection findings are that standards in the present Year 6 are above average. Standards in information and communication technology in Year 6 are above average in all three subjects. **Children in the Reception class** can be expected to achieve the nationally required early learning goals in all six areas of learning by the time they reach the end of the Reception year and many would be expected to exceed these. Evidence from the present Year 1 confirms that standards at the end of the Reception class last year were above average in personal, social and emotional development, communication, language and literacy and mathematical development. **Achievement across the whole school is very good** in all the subjects and areas of learning inspected because lessons are interesting and challenging, very high standards of behaviour and participation are expected and no time is wasted. The very broad and enriched curriculum supports this achievement as pupils gain a wide breadth of knowledge and a keen interest in learning. Pupils achieve very high standards of personal development. **Pupils with special educational needs** achieve very well because of the support provided and **pupils assessed as gifted and talented** are very well challenged with extra work and experiences both in lessons and from external opportunities. The headteacher, all staff and the governors are constantly seeking to improve standards further by school self-evaluation and careful planning to use the budget in the best possible way.

Pupils' attitudes, values and other personal qualities

Pupils' attendance and punctuality are very good. The attitudes and behaviour of the pupils are very good. Provision for spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- Attendance levels are well above the national average for primary schools and pupils arrive at school on time.
- Pupils enjoy coming to school and behave very well.
- Relationships between the pupils and the pupils and staff are excellent.
- The enriched curriculum and the many extra opportunities provided ensure very good provision for spiritual, moral, personal and social development.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.7
National data	5.4

Unauthorised absence	
School data	0
National data	0.5

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

2. Attendance levels are high and pupils are punctual, allowing lessons to start on time. Parents provide very good support by ensuring that their children attend school and informing the staff promptly about absences. The school has actively discouraged holidays in term-time and parents have responded positively. The good attendance of individual pupils is celebrated with a mention in the weekly newsletter for parents. Good attendance has a positive effect on learning and the progress the pupils make.

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	85	1	0
White – any other White background	3	0	0

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

3. Pupils clearly enjoy coming to school and as a result behave very well. In discussions with pupils they have confirmed that they enjoy their lessons and feel comfortable approaching a member of staff if they have any problems. Pupils understand and observe the school's behaviour and anti-bullying policy and take pleasure in the reward of certificates, house points and a mention in the 'praise book' at the weekly 'sharing assembly'. An appropriate scheme of sanctions is in place. No incidents of challenging behaviour or bullying were observed during the inspection. Parents and pupils have confirmed that incidents of bullying are rare. There has been one, appropriate, fixed term exclusion in the last year and extensive steps were taken to provide the pupil with additional support from outside agencies. All pupils with special educational needs have very good attitudes to school. Their confidence and self-esteem is similar to other pupils, being boosted by the help they receive in school from teachers and learning support assistants.
4. Relationships between the pupils and the pupils and staff are a significant strength of the school. There is a warm and caring relationship between both pupils and staff and pupils. Pupils work together well in pairs and groups and support each other's learning very well. Relationships between pupils with special educational needs and other pupils and adults are of a very high order. The positive attitudes, behaviour and relationships within the school result in a very productive learning environment.
5. **Spiritual development is very good.** Pupils show much concern and compassion for others. For example, in their class prayers in Years 5/6 they included prayers for sick people nominated by pupils, and included the two members of staff who are sick. Many opportunities are generated by the rich curriculum for pupils to develop a sense of awe and wonder at the world around them. Pupils showed amazement in a science lesson when discussing how clever their bodies were in healing themselves. Children in the Reception class delighted in the experience of painting with their hands and feet and were astounded when the water for washing turned purple after red and blue paint was washed off.
6. **Moral development is very good.** Pupils learn what behaviour is acceptable and why and the school places a strong emphasis on this. They are encouraged to apologise for their actions and to think of the consequences on other people. Many opportunities exist for pupils to learn about others less fortunate than themselves. All the pupils are involved in raising significant amounts of money for charitable causes such as CAFOD. In 'circle time' when pupils discuss issues of personal development, pupils in Years 1/2 learned about the dangers of touching 'bad' substances and what you should do if these are left around. They discussed very well the need to have rules and that these rules are because adults love and care.

7. **Social development is very good.** In all classes pupils are taught to work in pairs and groups and to take turns in speaking and listening to each other. In Years 5/6, when working on group tasks making Native American Indian tepees, the concept of working collaboratively was emphasised many times. Children in the Reception class pass round a puppet to learn to take turns to speak. Classroom routines are securely established throughout the school and these contribute significantly to the productive working atmosphere. Older pupils look after younger ones in the playground and in the dinner hall. Pupils are happy to take responsibility for jobs around the school such as assembly and cloakroom monitors. Extra-curricular activities such as the sports clubs are very well supported. Many opportunities exist for pupils to join with those from other schools for sports and music, for example. Children in the Reception class make very good progress in personal, social and emotional development and by the end of the time in the Reception class most reach or exceed these targets.
8. **Cultural development is very good.** During their time in school pupils learn simple Spanish and French. They learn about other faiths and beliefs in religious education. History and geography provide many very good opportunities to learn of other times and cultures. Pupils in Years 5/6 were fascinated by the topic about the Native American Indians, linked to their literacy work on *Hiawatha* and pupils in Years 3/4 learned much about the Vikings. Special events such as the 'Roman Feast' make learning come alive for pupils. Pupils sing liturgies in the church and take part in the Ryedale Festival Community Opera, thus enhancing their self-esteem and their understanding of community. The school makes good attempts to enable pupils to gain an understanding of life in our own culturally diverse society. For example, in information and communication technology, pupils in Years 5/6 were using a website for research into the lives and customs of children from minority ethnic backgrounds in Britain. However these opportunities are not yet securely embedded in the school's planning for subjects.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. The accommodation restricts opportunities for indoor physical education and an appropriate place for a library. There is a need for more non-fiction books and for resources for the Reception class. The curriculum is very broad and enriched and this, combined with the very good quality of teaching, contributes very significantly to pupils' very good achievement.

Teaching and learning

The quality of teaching and learning is very good overall. It is very good in the Reception class and in Years 1-2. In Years 3-6 it is good.

Main strengths and weaknesses

- In the Reception class there is a very good balance between teacher-led activities and those where children initiate their own learning. They are challenged in their thinking and have their vocabulary well extended by the teacher's sensitive questioning.
- Many links are made between subjects and these extend learning very well.
- The school uses the National Literacy and Numeracy Strategies with confidence to improve attainment.
- For pupils with special educational needs teachers plan very well with tasks matched to prior learning.
- Very challenging extension work is provided for those pupils assessed as being gifted and talented.
- There is a high level of pace and challenge in most lessons.
- Marking is very good in Years 1-2 but not as good in Years 3-6 where pupils are not always given targets for improvement.

- The school has good procedures for tracking and target setting for individuals and for groups of pupils.

Commentary

9. The quality of teaching and learning is very good overall. It is very good in the Reception class and in Years 1-2. Some teaching in these classes was excellent. In Years 3-6 the quality of teaching and learning is good with some very good teaching in Years 5/6. At the time of the inspection two out of the three teachers in Years 3-6 were temporary because of the long-term illness of staff. They were working very hard to get to know the school, its pupils and the ways of working, particularly in managing the challenge of two different year groups in one class. Because of this, lessons were not quite as good as those graded very good because of the slightly lower pace and challenge.

Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	9	3	2	0	0	0

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

10. In the Reception class there is a very good balance between teacher-led activities and those where children initiate their own learning. Tasks are exciting and lively and children learn much in all the six required areas of learning in each session. Games, songs and fun characterise the sessions and children hardly realise that they are learning. They are challenged in their thinking and have their vocabulary well extended by the teacher's sensitive questioning. Extensive records of progress are kept and used well to target further learning. These records are now being extended into the class for Years 1/2 to very good effect. Work in this class too is characterised by a very good pace and challenge to lessons. Many links are made between subjects and pupils use their knowledge, skills and understanding very well in different contexts. In Years 3-6 the very good lessons also incorporate a very high level of pace and challenge. Cross-curricular themes add interest to learning and pupils respond very well to these, for example, in the excitement and knowledge gained from a talk by a visitor on Native American Indians, in conjunction with their English study of *Hiawatha*.
11. The school is confident in its use of the National Literacy and Numeracy Strategies and uses these flexibly to meet the needs of the pupils in the school and the challenge of the mixed-age classes. In all classes teachers share the aims of the lesson with pupils and use the concluding sessions very well to reinforce learning and to assess what pupils have learned and understood. This information is used very well to adjust and adapt subsequent lessons and to match work very well to pupils' individual needs. Very good help is provided for pupils with special educational needs by teachers and, when present, by learning support assistants, who are briefed very well on what they have to do to help these pupils. The pupils are fully included in all aspects of the lessons, for example, in whole class questioning by the teacher and when checking on learning at the end of a lesson. Targets are set, as for other pupils, and so they know what they have to do in order to improve. Very challenging extension work is provided for those pupils assessed as being gifted and talented and their learning is taken well beyond the boundaries of the National Curriculum levels in order to interest and extend their skills and understanding. In all classes teachers have very high expectations of hard work and behaviour and this is a significant factor in the very good learning and achievement. No time is wasted and very good use is made of games, challenges and a wide variety of teaching strategies to extend effort and learning.
12. The school has good procedures for tracking and target setting for individuals and for groups of pupils. Analysis of national tests and other assessments enables year-on-year progress to be

analysed and action taken, for example, to identify pupils who are gifted and talented or the group of boys selected for the writing project to improve their attainment. Pupils know their targets and this also supports learning and achievement well. In Years 1-2 marking is very good and supportive of pupils in the way in which it gives guidance for improvement. In Years 3-6 some marking is very good but in other cases it praises pupils without giving enough guidance as to what to do to improve.

The curriculum

The overall quality of the curriculum for all pupils in the school is very good. Very good opportunities are provided for broadening and enriching the curriculum. The accommodation is satisfactory overall, but there are weaknesses in the accommodation for indoor physical education and the library. Resources are satisfactory overall. There is a need for more resources in the Reception class and for non-fiction books.

Main strengths and weaknesses

- The breadth and richness of curriculum opportunities are very good.
- The knowledge and understanding and flexible implementation of National Literacy Strategy and National Numeracy Strategy are very good.
- The provision and value for all, notably provision for pupils with special educational needs, pupils identified as being gifted and talented and for boys who may underachieve in writing are very good.
- The provision for personal, social and health education is very good.
- Opportunities for sport and the arts are very good.
- The resources in the Reception class, although satisfactory overall, are often old and worn and there are deficiencies in small world, large construction and outside resources.
- The accommodation for library and the quantity and quality of non-fiction books are satisfactory overall but the school is aware of the need to improve this as a learning resource.
- Accommodation is satisfactory overall but the very small hall restricts opportunities in gymnastics and dance.

Commentary

13. The main points for action relating to the curriculum that were identified in the previous inspection have been diligently tackled by the school with the result that the learning opportunities provided for all pupils are of a very high quality despite the accommodation and resource issues that remain.
14. The very secure knowledge and understanding of the National Literacy and National Numeracy Strategies gives teachers the confidence to use these strategies flexibly, particularly in the mixed-age classes to plan and teach very interesting and challenging lessons that enable all pupils to make good progress in their learning. For example, in a literacy lesson in a Year 1/2 class, the activities were very strongly linked to the food technology curriculum and pupils enjoyed making gingerbread houses. The enthusiasm and concentration of all pupils ensured all achieved very well in the lesson. Many valuable links are made between subjects and these maximise the use of time and provide much extra interest and opportunities for pupils to use their knowledge, skills and understanding in many different contexts.
15. The school's commitment to ensuring high quality learning opportunities for all pupils is very strong. The curriculum for pupils with special educational needs is as rich as that for other pupils. Staff know the pupils very well and plan very effectively to meet the needs of pupils with reference to individual education plans where applicable. Pupils identified as being gifted and talented are provided with challenge in lessons and additionally attend sessions arranged by local schools for gifted and talented pupils in the area. The school is involved in a national

project to improve the writing of boys who may be underachieving and four boys demonstrate benefit from a weekly session with an outside support teacher.

16. The school's provision for the personal, social and health education is of a very high order. The school's policy for sex education, to which parents contribute, and the arrangements for sex education within the school, were commended by parents at the pre-inspection parents' meeting. Awareness of drugs misuse is also included within the curriculum. From the time children are admitted to school in the Reception class there is a very strong emphasis on personal and social education, particularly in building excellent relationships with other children and with adults so that the school is a community in which everyone is valued. Pupils willingly accept responsibility and older pupils especially use their initiative. For example, a pupil in Year 6 used the Internet at home to find a poem suitable for inclusion in the weekly newsheet, put together by pupils. She chose *Autumn* by Keats because she knew he was a good writer and the poem was very suitable for this time of year.
17. The school provides French and Spanish lessons. There are good opportunities to learn a musical instrument. There is a wealth of sporting opportunities within and outside the school day, some provided by the local tennis and rugby clubs. There are many visitors to the school and educational visits made by the school, including a residential experience for older pupils. All of these make a very significant contribution to the quality of the curriculum and to the personal development of all pupils.
18. The accommodation is satisfactory overall but the hall is very small and significantly limits the opportunities for indoor physical education lessons. The older classes have to have their lesson with only half a class at a time and this is difficult to manage and uses up valuable time. The library is also positioned in the hall and at present the school is not able to provide a comfortable and accessible place where pupils can browse, research and enjoy books. The quantity and quality of non-fiction books limit learning experiences in library skills and the enjoyment of books to being only satisfactory in an otherwise enriched and active curriculum.

Care, guidance and support

Pupils' care, welfare, health and safety are very good. Provision of support, advice, guidance based on monitoring is very good. Involvement of pupils through seeking, valuing and acting on their views is very good.

Main strengths and weaknesses

- Pupils' academic and personal development is very well supported by the staff.
- Pupils are well known to staff and their views are valued and acted upon.

Commentary

19. All child protection procedures are in place and all staff have received training. The school adheres to the health and safety policy and whole-school risk assessment has been carried out. Pupils are aware of the dangers in using the Internet. Records and assessment information clearly identifies pupils who need extra support. The school uses and explores all avenues before deciding upon an appropriate programme of support to meet the needs of individual pupils. Parents are kept fully informed and involved throughout. Pupils discuss targets for improving their work in literacy, numeracy and their personal development with their class teachers. This gives them an insight into the progress that they make. The educational welfare officer, personal and social education, including a discussion period called 'circle time', also support pupils' personal development very well. Issues such as behaviour and emotions are discussed and additional support is available from outside agencies such as health professionals and the police.

20. Pupils confirm that they feel safe and happy in the school. The headteacher and staff know the pupils and their families well and staff are viewed as 'friends'. An 'open door' policy is in place and parents can easily speak to staff if they have any concerns. Pupils are well cared for at lunchtime by the supervisors.
21. The pupils' views are valued and acted upon. The headteacher and staff welcome their ideas and suggestions. The 'suggestion box' and questionnaires provide the opportunity for the pupils to express their views. A recent initiative, suggested by the pupils, has seen the purchase of a good range of playground equipment such as bats, balls and a giant draughts board for use at breaks and lunchtimes. This initiative supports very good behaviour and personal development very well.

Partnership with parents, other schools and the community

The school maintains very good links with parents, other schools and with the local community.

Main strengths and weaknesses

- The school's partnership with parents contributes to pupils' learning at school and at home.
- Information for parents about the school and the pupils' standards and progress is very good.
- The school's links with the church and local community are very good.
- Links with other schools are very good, particularly in the joint provision for gifted and talented pupils.

Commentary

22. The school enjoys a very good relationship with parents. In discussion with parents they confirmed that they are invited to assemblies, Mass and social events. They value the broad curriculum offered to the pupils, educational visits, music, sports and special events such as the Roman Feast. Teachers are seen as caring and friendly. Parents provide good support through the Parent-Teacher Association where social and fund-raising events are organised. Events such as Beetle Drives and Treasure Hunts are arranged which raise substantial funds to benefit the pupils and enhance their learning. Many governors and parents volunteer to help in classrooms and on educational visits and they support lessons such as design and technology. During the inspection a number of parents accompanied the pupils on a visit to the local Rugby Club. A recent initiative during 'activities week' saw parents and pupils enjoying a kite flying session during the lunch break. Parents provide good support for homework tasks such as reading, research and mathematical games. The school keeps parents well informed of locally run courses and national websites to help them assist their children's learning.
23. The school produces a weekly newsletter, which is attractive and very informative. Pupils and parents can make a contribution. Curriculum information is given to parents at the start of each new academic year and further details are provided by class teachers throughout the year. Leaflets explaining the different key stages and information on educational publications are given to parents. A workshop has been held to explain the National Numeracy Strategy. Pupils' progress reports are of a high quality and explain 'areas for development' so that pupils and parents know what each child must do to improve their work. The school ensures that parents of pupils with special educational needs are kept very well informed and are included in discussions as soon as possible needs are identified by the school.
24. The school maintains very good links with local primary schools and these are particularly effective in providing extension sessions for pupils deemed to be particularly gifted and talented. Links with receiving secondary schools are also in place and exchange visits are arranged. Pupils attend 'taster days' where they sample lessons and science workshops. Strong links are in place with the church and clergy. The school is involved in the Ryedale

business and educational partnership and welcomes student placements. The pupils have participated in the Ryedale Festival and designed road signs for the traffic-calming scheme outside the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. Governance is very good. Leadership is very good. The high quality leadership of the headteacher inspires other staff. The headteacher is very well supported by all the staff. Management is very good. The headteacher and permanent staff manage very well. The actions taken help the school to improve and to raise standards.

Main strengths and weaknesses

- The vision, very high expectations and sense of purpose of the headteacher that are shared by other staff are a significant strength of the school.
- The headteacher and other permanent staff are excellent role models that inspire pupils and other staff.
- Very thorough and accurate self-evaluation based on monitoring of performance in national tests, internal assessments and all other aspects of school life enables the school to improve.
- Thorough review of each teacher's contribution to the school and setting targets enable teachers to improve by focusing on aspects of teaching and professional development to help raise standards.
- The role of the governing body in challenging yet supporting the headteacher and the school supports improvement very well.
- The financial management helps the school to achieve educational priorities.

Particular aids or barriers to raising achievement

25. The illness and absence of permanent staff, beyond the control of the school, has prevented the school from making even more progress in raising achievement and attainment.

Commentary

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	229,231.15	Balance from previous year	8,000.00
Total expenditure	240,224.89	Balance carried forward to the next	5,637.00
Expenditure per pupil	2,761.21		

26. The headteacher, who has a very heavy workload, provides very good leadership by example and this helps to ensure that all teachers, including those very new to the school, are committed to working hard to raise standards. All staff set a very good example for pupils, especially in promoting excellent relationships and this makes a very significant contribution to pupils' personal and social development. The school's policies and planning indicate a genuine concern to provide for all pupils. This is reflected in the classrooms by the teachers whose very good planning incorporates interesting, challenging tasks matched very well to the prior learning of pupils, including those with special educational needs and those who are gifted and talented. This indicates a very good capacity to succeed. The subject leaders have an important part to play in developing their subject, particularly through the annual audit of the subject and a rolling programme of checking the quality of teaching and learning. This includes observing lessons for which they receive training. Additionally one teacher has a clearly

identified role to provide help and guidance for the learning support assistants to the benefit of the pupils.

27. The main points for action from the previous inspection have been tackled very successfully overall, although the school recognises that the quantity and quality of non-fiction books library provision needs to be improved further. The school is also aware that the library accommodation and the cramped space in the hall inhibit pupils' learning opportunities. However, all subjects now have comprehensive schemes of work based on the latest national guidance that leads to very good planning. The headteacher and subject leaders check the quality of teaching and learning in a structured way that identifies strengths as well as areas for development. This contributes to a detailed annual review of each teacher's contribution to the school and setting targets that will enable the teacher to improve by focusing on aspects of teaching and professional development to help raise the standards achieved by pupils. The school has strengthened its resources, particularly for information and communication technology. The improved information and communication technology resources, together with the increase in knowledge and understanding and confidence of staff, has led to pupils attaining standards in the subject that are above average.
28. The school's self-evaluation is very thorough and realistic. It is closely linked to the standards attained by pupils. The school analyses the results of national tests very well. Also the school checks on the progress of all pupils to see whether they are making the progress predicted on the basis of assessments. This information enables the school to identify areas for the school development plan very effectively. The decision to be part of a project to help boys who may be underachieving in writing exemplifies this.
29. The governing body fulfils its role very well especially by the way it both challenges and supports the school. It plays a significant role in prioritising the budget, placing a heavy emphasis on staffing, in the context of the school development plan to which the governing body has contributed through, for example, responding to a questionnaire. One result is that the school maintains four classes and this is a particular benefit to children in the Foundation Stage (Reception class). When taking decisions close attention is paid to 'Best Value' principles. The outcome of spending, for example, additional resources for pupils identified as gifted and talented, is followed up to see whether the opportunities for learning by these pupils have improved so helping them to achieve as highly as possible.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

30. The quality of teaching and learning in the Reception class is very good in all six areas of learning. Two lessons were excellent. The provision has improved significantly since the previous inspection. The teacher has a very good understanding of the latest national guidance for this stage of learning and a very good understanding of the needs of young children. There is a very good balance between activities led or designed by the teacher and those where children initiate learning for themselves and experiment, explore, create and imagine. Often innovative experiences cover many different areas of learning at once and children are excited and active learners who delight in the richness of their experiences. The teacher's lively rapport with the group and her sensitive and searching questioning and interaction ensure that children develop ideas, knowledge and understanding at a rapid rate. Because of these strengths achievement in all areas of learning is very high. Ongoing assessment is used very well to target support for children's learning and the comprehensive recording and tracking of progress is a very good tool for ensuring that children make as much progress as they can and this information is shared well with parents. The school has recently begun to focus on the development of resources for this class. Resources are satisfactory overall but many are old and worn and there is still a need for resources for outdoor work, 'small world' activity and building and making.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The teacher takes every opportunity to develop these aspects of learning.

Commentary

31. Children are quickly learning classroom routines at this early stage of their time in the Reception class. They respond very well to their teacher who has high but appropriate expectations of their behaviour and participation. They learn to take turns. For example, they learn to listen to each other and take a turn to speak as a large puppet travels around the circle. They talk openly about emotions without fear or embarrassment. They work well in pairs, for example, in making their own video recording about a book, using puppets. They learn to share equipment and to be friendly and kind towards each other. All are in line to reach the nationally required targets for this area of learning by the end of the Reception year and evidence taken from observation of the group of pupils that have just left the Reception class shows that these targets were exceeded last year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teacher has a very good understanding of this area of learning and takes care that it is part of every experience provided.

Commentary

32. This area of learning permeates every activity and the teacher misses no opportunity to extend children's vocabulary and speaking and listening skills. In the session observed, the teacher immediately captured the interest of the children with a well-chosen 'big book' for whole class use and a puppet. She inspires in children a love of books and stories by her very good reading aloud and her obvious personal enjoyment of literature. All children already know about books and understand the concept of a word. Children take home books to share with an adult and early reading skills are fostered very well. They 'write' using mark making skills appropriate for their age and are beginning to explore the sounds at the beginning of words. The making of video recordings of the class book using puppets is an innovative activity and fostered clear improvements in speaking and listening skills when children analysed their performances on the large screen and set themselves targets for improving the next performance. The children at present in the Reception class are well on track to meet or exceed the nationally required targets and evidence from the group of pupils who have just left the Reception class shows attainment above average.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- The teacher is very adept at developing this area of learning and provides many activities that are such fun that children do not realise that they are working.

Commentary

33. Counting and other mathematical development are an integral part of all that takes place. Children explore volume and capacity in the sand and water. They count at every opportunity and compare the size, for example, of their feet and hands. In an excellent lesson children sang and danced the *Number Dancing Song* with obvious pleasure and enthusiasm. They ordered numbers to ten as part of a game with much laughter and enjoyment and increased their understanding well because of this. They began to extend this learning by counting back. Many different games and activities were provided for children to explore and so extend and consolidate their learning. The children with higher attainment were challenged with a ten-sided dice. One child counted to ten in Arabic to the admiration of the class and another in German. This activity valued the children's own cultures and widened the horizons of all. Computer games also consolidate and extend learning well. All children are likely to achieve the nationally expected targets by the end of the Reception year and evidence taken from the group of pupils who have just left the Reception class show that most exceeded these.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The experiences provided by the teacher are exciting and develop learning very well.
- A weakness in 'small world' resources limits opportunities for child-initiated learning.

Commentary

34. The current topic of *My Body* is well enjoyed by the children. In the lesson observed children discussed the five senses with enthusiasm and interest and developed vocabulary and speaking and listening skills well through this. The teacher focused on the vocabulary relating

to touch and feel and extended this well when children chose words to express the feel of ice, 'blue slime' (made from water and paste) and wet sand, for example, when blindfold. They began to choose increasingly sophisticated descriptive words. They extended their experiences by experimenting, for example, with what happened when they used whisks and beaters in the 'blue slime'. They were fascinated by X-rays of bones and explored fingerprints through magnifying glasses. Computers are used well and children have many opportunities to develop their skills in information and communication technology, including using the video camera. They are well in line to reach or exceed the nationally required targets for the end of the Reception class. The classroom does not have enough 'small world' equipment for children to explore and create games with small animals, vehicles, people and houses, for example.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- The teacher has a very good understanding of children's needs and development in this area of learning.
- More resources are needed for the outdoor area.

Commentary

35. Children have many opportunities to develop physical skills both within the classroom and outdoors. The very small outdoor area is used very well but the school realises that it is under-resourced and this is featured in development planning. Within the classroom children learn to manipulate pencils, scissors, brushes and the computer mouse well. The lesson observed generated much fun, enjoyment and very active learning. The teacher structured the lesson very well and children already know the importance of 'warm-up' and 'cool-down' and were encouraged to check their hearts to feel them beating faster after exercise. They play 'musical spots' to gain a sense of competition and learn to control balls which they roll, bounce, kick, bounce and catch independently. All children are likely to reach or exceed the nationally required learning targets by the end of the Reception class.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Opportunities are many and varied and the excellent lesson observed was exciting, adding much to children's overall development.
- Resources for children to imagine, create and build are recognised by the school as an area for development.

Commentary

36. The classroom provides many opportunities for children to paint, draw and model. They use a computer program to create patterns. They learn songs and sing together, often in support of other areas of learning, for example, singing *I've Got a Body* in connection with the topic on *My Body*. In connection with this topic children experimented with printing in many different ways. They used hands and feet to print on very large sheets of paper outside. They made trails of footprints with red and blue paint and investigated what happened when the two colours mixed. The discussion generated covered all areas of learning and children were totally absorbed and fascinated. The teacher asked very searching questions to extend thinking and learning and

the lesson was very stimulating. Children use the resources available very well to imagine and create. The old milk crates are in constant use to build shelters and other imaginary structures and provide for many learning experiences. The school recognises that many resources for imaginary and creative activity are old and worn and in need of replacement. All children are likely to reach or exceed the required national targets by the end of the Reception year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

English

Provision in English is **very good**.

Main strengths and weaknesses

- The attainment of pupils in Year 2 and Year 6 is above the standards expected nationally.
- Teaching is very good in Years 1-2 and good in Years 3-6.
- The use of assessment for tracking the progress of pupils and setting targets for school, groups of pupils and individual pupils is very good.
- The opportunities to use English in all subjects contributes well to the good progress pupils make in their learning and the very good achievement.
- The subject is led and managed well.
- Some marking, although satisfactory overall, does not contain sufficient guidance to pupils on how to improve.
- The quantity and quality of non-fiction books in the library, although satisfactory overall, restricts learning opportunities, as does the accommodation.

Commentary

37. Standards in Year 2 and Year 6 are above average. Raising standards in English is at the forefront of the school's planning. As a result these are now better than at the time of the previous inspection. The school has identified pupils who are gifted and talented in literacy and makes good very provision for them within lessons and through workshops in conjunction with other schools. The school has also identified older boys who may underachieve in writing and is helping them to improve through participation in a national writing project. Whilst standards have fluctuated over the past few years, they are now better than at the time of the previous inspection because standards in writing in Year 2 have improved.
38. There are good, planned opportunities for pupils to further their speaking and listening skills in lessons. In a science lesson pupils in Years 1 and 2 listened very attentively to questions put by the teacher about photographs brought in by the pupils of themselves as babies. When challenged to identify the babies they responded clearly and confidently. In a literacy lesson, pupils in Years 5 and Year 6 paid close attention as others read from the poem *Hiawatha*. This enabled them to answer questions about the content and use of words such as 'asunder' and 'ere'. Higher-attaining pupils respond confidently and clearly when explaining, for example, what is meant by 'personification' in poetry. As a result, standards in speaking and listening are above average overall.
39. Pupils make good progress in their reading as they move through the school and almost all attain the standards expected for their age, with a significant number attaining at the higher levels. Teachers set very good examples for reading, as shown in the Year 1/2 class when the teacher read an extract about the Great Fire of London. This encourages pupils to emulate them when they read aloud. Where teachers have very high expectations and give pupils encouragement and confidence pupils respond very well to challenges such as reading, at sight, accurately, fluently and rhythmically verses from *Hiawatha* by Longfellow. Pupils enjoy

reading and younger pupils in particular take books home daily to read to parents, other adults or siblings. To encourage a greater interest in reading the school promotes Book Fairs and one pupil described how he had bought three books because they were just what he wanted to read. As a result standards have been maintained and are above average overall.

40. Attainment in writing is above average overall. Handwriting and the presentation of work in books are satisfactory. The thorough, flexible use of the National Literacy Strategy ensures that pupils have good opportunities to practise writing in a range of styles. In a very good lesson pupils in Year 1 and Year 2 learned how to compile lists and instructions. The lesson was linked very effectively to food technology. Strategies to increase pupils' vocabulary so that they can use a wider range of words to make their writing more interesting are used well. As a result one pupil in Year 6 wrote in response to the poem *Hiawatha*, 'The illustrations are phenomenal. The words used are very impressive.'
41. Teaching is good overall. Teaching is very good in Years 1 and 2. Teaching is good in Years 3-6 with some very good teaching. Two out of the three lessons observed were taught by temporary teachers who were still getting to know pupils and the pace and challenge were a little slower than in the very good lessons. Teaching is good because all teachers have a very secure knowledge and understanding of the National Literacy Strategy and implement this flexibly to meet the needs of the pupils and the mixed age classes. Planning is very good and includes challenging tasks that match the prior attainment of pupils. Teachers ensure that pupils know what they should know or be able to do by the end of the lesson and use questioning effectively to check on the learning. Pupils know what their targets are so they can measure their progress. Teachers and learning support assistants help pupils with special educational needs very well. Learning support assistants have a planning book to guide them and so increase the effectiveness of their role. The marking of written work in Years 1-2 is very good and makes a significant contribution to pupils' learning. For example, 'You remembered capital letters, full stops, commas and used temporal connectives – those time words! On your next piece of work ...' Although some marking in Years 3-6 is equally as good, more frequently marking commends effort and provides too little guidance that will help pupils to make progress in their learning. All teachers expect high standards of work and behaviour. Learning support assistants, when present, contribute well to pupils' learning, as do parent volunteers. As a result all pupils work hard both independently and collaboratively. This results in all making good progress. In the best lessons more imaginative approaches are used to engage the interest of pupils from the very start of the lesson, the pace is brisk throughout and the tasks often have very good links with other subjects. The good teaching has a very positive effect on pupils' attitudes to the subject, fosters progress in their learning and encourages them to use their initiative. A pupil in Year 6 used her initiative to find a poem using the Internet for the weekly newsheet. Another pupil, in Year 4, responded to a competition challenge set by pupils in Year 6 in the news sheet and composed a poem about autumn beginning, 'Gold, red, green and brown, Those are the autumn colours'.
42. The subject is led well and managed very well. There is a clear understanding of what will improve pupils' learning opportunities based on an annual audit of the subject and analysis of the results of national tests. The subject leader also checks the quality of teaching and learning by observing lessons in other classes and providing very clear, structured written feedback that identifies the strengths of the teaching and those areas that could be developed. This is one of the reasons that teaching has improved since the previous inspection. The library stock, an area for attention in the previous report, has been improved, but the school's development plan shows that this is recognised as an area that still needs further improvement. Most older pupils are confident in their ability to locate books and to use the contents and index pages efficiently. Some pupils use the glossary. The higher and average-attaining pupils have good strategies for choosing fiction books to read.

Language and literacy across the curriculum

43. The emphasis on providing planned opportunities to use their speaking and listening skills and to write in other subjects such as in lessons about the Great Fire of London and the Vikings in history and in work on healthy eating in science makes a very good contribution to attainment in English. Similarly pupils have good opportunities to practise the skills of information retrieval from non-fiction books and from web sites on the Internet. For example, pupils in Year 5/6 have researched Britain Post 1948 in history using word processing software to present their findings attractively. These opportunities consolidate the good progress pupils make in English lessons and enable all pupils to achieve very well.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are above average in Year 2 and Year 6.
- The school uses the National Numeracy Strategy to very good effect.
- Teaching and learning are very good because teachers make very good use of practical activity and lessons are very challenging with a very good pace and high expectations of pupils.
- The school makes very good provision for pupils with special educational needs and those who are gifted and talented.
- Leadership and management are very good and assessment, recording and tracking procedures allow the school to analyse the performance of each pupil and to take action if this is insufficient.

Commentary

44. Standards are above average in Year 2 and Year 6. This is an improvement in both years since the previous inspection. Pupils achieve very well because the school uses the National Numeracy Strategy to very good effect. It is well adapted to meet the specific needs of these pupils and to the needs of mixed-age group classes. In Year 2 pupils showed above average skills in counting on and back in tens. In a good introductory mental arithmetic session pupils were very quick to spot the mistakes made by a puppet and very much enjoyed doing this. They measure using different units of measure and make an actual size chart of their height. Average and above average pupils were very clear about the difference between 'smallest' and 'shortest', showing clear attention to the teaching of good mathematical terminology. In Year 6 pupils change improper fractions to mixed numbers and back and were beginning to understand how to write proportions as a fraction. Extension activities were provided for a gifted and talented pupil and this was a very challenging activity but still within the overall class topic. Pupils with lower attainment were also well provided for with a fraction game.
45. Teaching and learning in mathematics is very good. In the one lesson that was satisfactory a temporary teacher who was still getting to know the pupils and coming to terms with teaching a mixed-age class misjudged the amount of challenge required for older, higher-attaining pupils but this was rectified the next day showing good use of on-going assessment and evaluation. Learning is very good because teachers make very good use of practical activity and lessons are very challenging with a very good pace and high expectations of pupils. Pupils work hard, both individually and together. A very good emphasis on key vocabulary ensures very good learning habits for the future. In Years 5/6, pupils were expected to explain their thinking and this enabled them to clarify their ways of working and to share strategies with others. Across the school there is a very good emphasis on practical activity and much discussion before moving into formal recording of work and this supports good understanding of mathematical concepts. The aims for each lesson are always shared with pupils at the beginning of the lesson and revised and checked during the concluding part of the lesson, which is always well used to check on understanding. There was very good evidence during the inspection of teachers modifying their plans according to this assessment. Marking is always up-to-date but

in Years 3-6 there were some instances where praise was given but comments were not guiding pupils in how to improve.

46. Leadership and management are very good. The quality of teaching and learning are checked and targets set. Assessment, recording and tracking procedures allow the school to analyse the performance of each pupil and to take action if this is insufficient. Governors have become increasingly skilled at challenging the school on its performance following training from the Local Education Authority. Resources have recently been renewed and updated. Very good booklets are available for parents for each year group giving details of what is expected and ideas to do at home. The school makes very good provision for pupils with special educational needs and those who are gifted and talented. Pupils in the latter category benefit from classes provided by the local cluster of schools to provide extra challenge and to work with other similarly gifted pupils.

Mathematics across the curriculum

47. The school is currently working on developing further links with information and communication technology with particular programs aimed at special educational needs pupils and those with very high attainment in mathematics. Pupils use their skills efficiently in other subjects, for example, in design and technology where they weigh and measure and in science. Pupils demonstrated their skills in data handling in their use of spreadsheets on the computer when conducting a traffic survey for geography. They confidently demonstrated the graph facility to create different kinds of graphs.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average in Years 2 and 6.
- Teaching in Years 1-2 is good.
- The attitudes of pupils to the subject are very good.

Commentary

48. Standards are above average in Years 2 and 6. There was insufficient evidence to make any judgements other than those listed above as no lessons were observed in Years 3-6. Judgements about standards of attainment and the attitudes of pupils to the subject in Years 3-6 are based on a discussion with pupils plus an analysis of work done this term.
49. Medium and short-term planning are very good and ensure that the subject meets all requirements of the National Curriculum well. Planning also indicates that teachers have a secure knowledge and understanding of the subject. In discussion with a group of pupils in Year 6 their eyes lit up when science was mentioned. They were all keen to talk about what they had done this term, last year and even the year before although their recall of science in Year 4 was less clear. They were particularly enthusiastic about the way they had tackled the 'Earth in Space' topic, but were also keen to talk about the work they had done on electricity and sound, where they had been excited about using oscilloscopes. Pupils were equally clear about how they had carried out investigations in a way that would ensure the test was fair. The high level of interest in the subject is a key factor in the above average standards.
50. Pupils in Year 1 and 2 are equally interested in the subject and immerse themselves in their work because the teaching is good and has some very good features. The reasons that teaching is good were clearly demonstrated in a lesson that formed part of the 'Healthy bodies and healthy eating' topic. The teacher's planning was very good because it included specific planning for the role of the learning support assistant. The pace was brisk throughout and the

teacher had high expectations of both work and behaviour so the lesson was never interrupted by having to ask pupils to pay attention. The interesting tasks were matched well to the different levels of prior attainment. For example, one group were challenged to investigate the relationship between height and shoe size with the help of the learning support assistant. Questioning was used to very good effect to check on previous learning and to assess learning during the lesson, ensuring pupils knew what progress they were making. The lesson also made a good contribution to the spiritual development of pupils. The teacher generated a sense of amazement when talking about the way cuts and grazes are repaired by our bodies. The outcome was that all pupils made good progress in their learning. Attainment was above average overall. This is an improvement from the previous inspection when standards in Year 2 were judged to be about average. Teaching of pupils in Years 1 and 2 has also improved and this too has contributed to the rise in standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above average in Year 6.
- Teaching in Years 3-6 is good.
- The attitudes of the pupils in Years 3-6 to the subject are very good.
- Information and communication technology is used well to support learning in other subjects.

Commentary

51. Standards are above average in Year 6. There was insufficient evidence to make any judgements other than those listed above. Judgements about standards and the attitudes of pupils to the subject in Years 3-6 are based on a discussion with pupils and one lesson observation. The school's planning indicates that the subject meets all requirements of the National Curriculum well.
52. Teaching is good because the teachers have a very secure knowledge and understanding of the requirements of the subject and are confident when using the information and communication technology resources. This was shown well in a lesson with pupils in Year 6 in which four pupils were setting up and editing the weekly newsletter using publishing software whilst others were accessing the Internet to research people from different ethnic minority backgrounds who live in this country. The latter task enhanced the knowledge and understanding of other cultures well. The two tasks were challenging but achievable and reflected the high expectations of the teacher. As a result all pupils made good progress in the lesson.
53. Pupils in Year 6 were very keen to show their capability in setting up a spreadsheet, entering data, using the auto-sum feature or entering a formula in a cell and then presenting the answers to questions in a graphical format of their choice. They also talked very enthusiastically about other software programs with which they were familiar, including a paint and drawing program, word art, and how to incorporate photographs taken with a digital camera to make a slide show presentation for a parents' evening.

Information and communication technology across the curriculum

54. Teachers provide many opportunities for pupils to use information and communication technology to foster learning in other subjects. Word processing software is used effectively to present work in an eye-catching way. In Years 1–2 pupils further their learning about hot and cold by controlling the cursor to drag and drop appropriate clothes onto a 'bear'. They are thrilled when allowed to use a digital camera to record work, for example, the fruit kebabs designed and made to support learning during a literacy lesson. All pupils achieve very well as

a result of these wider opportunities to use information and communication technology to consolidate and extend their learning.

HUMANITIES

History and geography

Commentary

55. No judgements have been made about history and geography as these subjects were not taught during the inspection and little work was available at this stage of term to judge standards. Pupils in Years 5/6 have just begun work on a study of change in Britain since 1948 and an attractive display and timeline adds well to their interest and understanding. They learn about Native American Indians in connection with their work in English on *Hiawatha*. Pupils in Years 3/4 are constructing a collage of the Vikings and in Years 2/3 a collage of the Fire of London. Planning indicates that both subjects have an appropriate place in the curriculum and are carefully linked to other subjects.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Commentary

56. No judgements have been made on art and design. No lessons were observed in art and design but in a lesson connected with geography and English pupils followed preliminary sketches and drawings to make Native American Indian tepees and totem poles. They looked carefully at the designs in books and on artefacts. Little artwork was displayed during the inspection and no judgement has been made on standards. Planning indicates that all required aspects of the subject are taught and an appropriate amount of time is given to the subject.

Design and technology

Commentary

57. Planning documents indicate that all aspects of the subject are taught through a two year rolling programme in each class. The attitudes of pupils in a literacy lesson that incorporated design and technology activities closely linked to the literacy learning objectives were very positive. Pupils were engrossed in the tasks and handled food and tools safely. There was insufficient evidence to make any other judgements.

Music

Commentary

58. No music lessons were observed during the inspection and no judgements were possible on teaching or standards. Pupils sing well in assembly and two pupils successfully sight-read several hymns to accompany the school in hymn practice. There are opportunities for pupils to learn to play the guitar, recorder, brass and woodwind instruments. Pupils take part in local musical events such as the Ryedale Festival Community Opera.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- The opportunities for older pupils to participate in a wide range of sports during and outside the school day are very good.
- The provision for swimming is good.
- The contribution of the community to physical education provision is good.
- The provision of equipment at break times that help to consolidate and extend pupils' coordination and skills.
- The cramped accommodation in the hall restricts curriculum opportunities.

Commentary

59. There was insufficient evidence to make any judgements as no lessons were observed. The school puts itself out to ensure that pupils have the opportunity to participate in a wide range of sports using local community help and by joining with other schools. At break times the school provides balls, ropes and other small apparatus for pupils to play with. This enables pupils to practise skills learned in lessons well and helps to compensate for the limited accommodation in the hall. The limited space in the hall restricts opportunities for pupils to practise gymnastics and dance skills and for setting out and putting away apparatus safely. Classes for older pupils have to have their lessons with half the pupils at a time.
60. All pupils have swimming instruction for 10 weeks each summer term. As a result they build up confidence in the water from an early age. Almost all pupils in Year 6 are able to swim a minimum of 25 metres and have an understanding of basic water safety. Several pupils are more competent than this.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education is **very good**.

Commentary

61. The school teaches this as part of religious education and other subjects and through a class discussion time known as 'circle time'. The provision for teaching sex education was commended by parents at the pre-inspection meeting. In the lesson observed in Years 1/2 the teaching was excellent. Drama and speaking and listening skills were well developed when pupils 'passed the smile' in a confidence building game. Pupils learned well about the dangers of touching 'bad' substances and were able to formulate this as a rule. They learned about rules in families and society and there were many opportunities for reflection and social development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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