

# INSPECTION REPORT

## **BROMPTON COMMUNITY PRIMARY SCHOOL**

Northallerton

LEA area: North Yorkshire

Unique reference number: 121372

Headteacher: Mr Richard Hancock

Lead inspector: Mr Terry Mortimer

Dates of inspection: 9 - 11 February 2004

Inspection number: 260509

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	152
School address:	Station Road Brompton Northallerton North Yorkshire
Postcode:	DL6 2RE
Telephone number:	01609 772657
Fax number:	01609 760561
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Anne Baker
Date of previous inspection:	20 September 1999

## CHARACTERISTICS OF THE SCHOOL

Brompton Community Primary School is located in the village of Brompton on the outskirts of Northallerton in North Yorkshire. Pupils are drawn from the village and from a wider area outside the school's immediate zone. With 152 pupils on roll the school is smaller than most other schools nationally. The number on roll has been steadily falling over the last few years due to local demographic trends. Classes are organised according to age with some mixed age classes. Nearly all of the pupils are from white ethnic cultural backgrounds. The attainment of pupils on entry to school is generally average. The socio-economic backgrounds of families are varied.

Comparison of the school with all other schools nationally	This School %	National Average %
Pupils with special educational needs	16.44	17.5
Pupils with Statements of Special Educational Needs	1.3	1.6
Pupils known to be eligible for free school meals	4.5	17.9
Pupils whose mother tongue is not/believed not to be English	0.0	-

The proportion of pupils joining or leaving the school other than at the expected times of admission or transfer is higher than in most schools nationally. The school received the Investors in People in 2002 and the Schools Achievement Award in 2000.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18849	Terry Mortimer	Lead inspector	Mathematics Information and communication technology Geography History
19418	Alison Birch	Lay inspector	
23917	Tony Clarke	Team inspector	English Art and design Design and technology Special educational needs Physical education
26820	Carolyn Maddox	Team inspector	Foundation stage Science Music Humanities

The inspection contractor was:

Parkman Ltd. in association with *PkR*  
35 Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RT

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>18</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>30</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Brompton Community Primary is an effective school that provides a good quality of education. The quality of teaching and learning are good overall. Pupils' achievement overall is good. The governance of the school is good. The headteacher provides good leadership and while the quality of leadership and management are good overall, there is still room for improvement. The school gives good value for money.

The school's main strengths and weaknesses are:

- The standards of attainment at Key Stage 2 are good.
- The school's very inclusive nature helps all pupils to achieve well overall.
- Pupils' attitudes and behaviour are good because the school's provision for their personal development is good.
- The school provides well for the pupils' spiritual, moral, and social development and contributes well to the development of a positive ethos.
- The quality of assessment of the pupils' attainment is good.
- Teaching assistants provide very effective support for pupils and teachers
- The good curriculum assessment procedures need to be complemented by subject levelling processes.
- This is a caring school that ensures a safe and secure learning environment for all pupils.
- The facilities for outdoor play for the reception class need to be improved.
- The headteacher is leading the development of the school well.
- The subject leaders' roles in management need to be developed further.

The school was last inspected in September 1999 and has made satisfactory improvement since then. The areas for development identified in the last report have been addressed successfully. The teaching arrangements for four, five and six year olds have been reviewed and improved and will be undergoing further review later this year. Newly qualified teachers are well supported by the school. The school now has effective ways of challenging the higher attainers. Opportunities are made for using reading and writing across the curriculum and standards in and resources for information communication technology (ICT) have been improved, and its profile has been raised. The school improvement plan is a useful document for strategic development and the professional development of the staff is more systematic.

### 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	E	A	B
Mathematics	C	D	A	A
Science	C	E	A	B

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average.*

The above table gives the results for the pupils who were at the school ending July 2003.

Inspection evidence shows that achievement is **good overall**. Children start school with a very wide range of standards which are, however, generally at the expected level for this age group. Achievement is satisfactory through the Foundation Stage, and by the end of reception most children attain the expected goals in the six areas of learning. By the end of Year 2 standards in speaking, listening, reading, writing, mathematics and science are **average, but rising, and achievement is satisfactory**. By the time pupils leave Year 6, standards in English, mathematics

and science are **above average and achievement is good**. Standards in all other subjects are **satisfactory**. Pupils with special educational needs achieve **as well** as other pupils because of the very good levels of support they receive. Boys and girls attain similarly.

The development of pupils' personal qualities is **good**. Provision for spiritual, moral and social development is **good**, whilst provision for pupils' cultural development is **satisfactory**. All pupils have **good** attitudes to school and the overall standard of behaviour in school is **good**. Attendance and punctuality are **good**. Standards in ICT are rising.

## **QUALITY OF EDUCATION**

The school provides a **good** quality of education. **The quality of teaching is good overall** and the range of learning opportunities throughout the school is **good**. Assessment procedures in the core subjects are **good**. This is reflected in pupils learning and **achieving well**. Teaching is **good** in English, mathematics, science and ICT. There is **good** provision for pupils with special educational needs. The curriculum is **good**. The school cares **very well** for its pupils and keeps them safe at all times and has **good** effective links with parents and the community.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good**. The headteacher is providing a clear lead in school improvement with **good** leadership and vision. The headteacher, key teachers and governors lead and manage the school **well** by inspiring, motivating and enabling the staff. The subject leaders' management is **good** and their roles are being developed effectively, though there are still areas for development. The governance of the school is **good**. The governing body is well organised and undertakes training regularly to develop its procedures and practices to enable it to continue to play an active role in the strategic development of the school, including monitoring. Statutory requirements are met.

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

Parents have **positive** views of the school and how its links into the community. Pupils really like the school and talk enthusiastically about their teachers and the activities they do in class.

## **IMPROVEMENTS NEEDED**

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

- Continue the development of the subject leaders' roles allowing them to use the school's good quality assessment procedures to monitor progress.
- Develop systems that use the knowledge of what pupils know and can do to set appropriately challenging learning targets.
- Continue to develop outdoor play facilities for the reception class.
- Ensure that the On track assessment for learning for the Foundation Stage is continued and phased into the reception class as soon as possible to monitor progress of individuals.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Overall, pupils achieve **well** by Year 6. Children's achievement is satisfactory in the Foundation Stage and Years 1 and 2 and pupils' achievement from Years 3 to 6 is **good**. Standards are similar to those noted at the time of the last inspection.

#### Main strengths and weaknesses

- Pupils achieve well overall.
- Standards have risen overall in national tests.
- English and mathematics performance has improved as a result of the school's focus on these areas.
- Attainment in science is good in Year 6 and pupils' knowledge and understanding of scientific enquiry is good in most classes.
- High expectations, generally good teaching and the pupils' positive attitudes to work all promote standards in English, mathematics and science which are rising.
- Children in the Reception class do not develop their independence.
- Support for those pupils who have special educational needs is focused on their individual needs and they make good progress.

#### Commentary

1. Attainment on entry to the nursery varies considerably, but overall is in line with that expected for children of this age. Their achievement in the Foundation Stage is satisfactory overall. By the time children enter Year 1 almost all children have reached the expected standards in all the areas of learning and some have exceeded it. Children do not show sufficient development of their skills to investigate and explore independently.

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

Standards in:	School results	National results
Reading	15.6 (16.3)	15.7 (15.8)
writing	14.4 (14.9)	14.6 (14.4)
Mathematics	16.0 (16.8)	16.3 (16.5)

*There were 23 pupils in the year group. Figures in brackets are for the previous year.*

2. As with other small schools, the school's national test results vary from year to year and much caution is needed when analysing and interpreting these. Further caution is needed with this school's results due to its above average rate of <sup>1</sup>pupil mobility and the wide variation it experiences with the attainment of children on entry each year.
3. Satisfactory teaching in Years 1 and 2 ensures that pupils achieve satisfactorily by Year 2, with most of them reaching average levels in reading, writing and mathematics. Results in the 2003 national tests, compared to all schools nationally, were average in reading and below average in writing and mathematics. In relation to similar schools, results were well below average in reading, writing and mathematics due to the fact that too few pupils reached the upper Level 3. Nonetheless, these results confirmed the good progress, as this cohort of pupils was assessed as being below average on entry to school.

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<sup>1</sup> The rate at which pupils join or leave the school other than at the normal times of admission or leaving.



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

Standards in:	School results	National results
English	28.6 (25.2)	26.8 (27.0)
Mathematics	29.2 (25.8)	26.8 (26.7)
Science	30.5 (26.4)	28.6 (28.3)

*There were 22 pupils in the year group. Figures in brackets are for the previous year.*

4. Steadily improving English and mathematics national test results over recent years reflect the success of the school's action plans to improve attainment. Good teaching in these subjects ensures that pupils achieve well. In Year 6, English and science results were well above average when compared to other schools nationally and, when compared to similar schools, were above average. As at Year 2, mathematics results show a particular improvement, with test results being well above average compared to other similar schools and when compared to all schools nationally. The results confirm inspection findings that the majority of pupils in Year 6 attain above the expected levels in English, mathematics and science at age 11.
5. National test results in science were well above average in 2003 compared to all schools nationally and when compared to other similar schools. This is also reflected by the work currently seen in Year 6 where most pupils reach an above average standard and pupils' achievement is good. Evidence suggests that good teaching in Years 3 to 6, especially at Year 6 last year, meant that good progress was made in science. Work in Year 6 pupils' books indicates that much of the science work covered, has been in good depth and pupils gain experience of carrying out full science investigations.
6. Across the school, standards of speaking and listening, reading and writing are average, except at aged 11 where the standards of writing are above average. Standards in writing have tended to lag behind reading in the past, but as a result of the school's action plans for improvement in this area the gap has now narrowed. Classroom displays and pupils' books show that the widespread emphasis on developing extended writing opportunities for pupils is beginning to make a positive impact especially in Years 3 to 6. In mathematics, improved standards are reflected in the very positive approach of pupils in lessons. Pupils use and apply their mathematical skills in a good range of practical activities and, in this way, gain an in-depth understanding of the concepts taught. Pupils show quick responses with mental oral work and in Year 6, a small minority of pupils showed particularly rapid recall with complex mental calculations. In most classes pupils cover an appropriate range of science work and show sound knowledge and understanding.
7. Throughout the school pupils attain average levels in ICT at both Year 2 and Year 6. In Year 2 pupils attain average standards in religious education but by Year 6 standards are above average. Improved facilities in ICT now mean that pupils use ICT in an increasing range of ways to support their work in different subjects. Although geography and history work was only briefly sampled, there are indications that in-depth work has been covered in recent times across Key Stage 2.
8. For pupils with special educational needs, reference to the targets in their individual education plans, school tracking records and discussions with the special educational needs co-ordinator, class teachers, and teaching assistants indicate that most pupils are making at least good progress towards meeting their individual learning targets.

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

Pupils of all ages and abilities have **good** attitudes to learning. Behaviour is **good**. Cultural development is **satisfactory**. Personal, social, spiritual and moral development are **good**. The school has maintained the **good** level of attendance since the last inspection. Pupils are punctual, enabling lessons to start promptly.

## Main strengths and weaknesses

- Pupils have positive attitudes to work and play and approach tasks with a high level of enthusiasm and interest.
- Pupils' behaviour is good and sometimes very good. They respond well to the interesting range of activities they are given and the school's behaviour system which recognises and rewards good behaviour.
- The caring ethos is reflected in the way staff and pupils share good relationships and the eagerness with which pupils offer to help others.
- The appreciation of other cultures is not always fully reflected in the curriculum.
- The school's action to promote attendance is good.

## Commentary

9. The school is an inclusive school where high levels of behaviour are maintained. Golden rules are clearly displayed around the school and are followed by pupils who enjoy rewards for positive behaviour such as "golden time". Pupils understand the need to respect one another and there is a good level of harmony between pupils. Any incidents of bullying or harassment are logged and followed up thoroughly. This log is regularly monitored by the governing body.
10. Pupils are very involved in the life of the school. They like their lessons and are usually cheerful and friendly. They are often absorbed in their work and concentrate well until the task is completed. Pupils show a good capacity for working together; they share equipment and take it in turns to carry out group activities in class or on the playground. 'Circle times' are used effectively to resolve particular problems and to highlight where pupils can help. They enjoy helping and take on many jobs of responsibility in class and around the school. From the start, in the nursery, children help the teacher by tidying away and giving out equipment. Older pupils carry out an extensive range of jobs such as assembly duties, helping during wet playtimes and keeping shared areas tidy. They are enterprising and like to organise events to help others such as Red Nose Day.
11. Cultural development is covered satisfactorily. Appropriate links are made with the local community, by taking part for example in a village event promoting the local linen industry. Although the school has also forged international links through its sponsorship of children in other countries, there is no coherent planning for pupils' cultural development. Opportunities are taken if they arise but resources and activities do not always reflect a wide range of cultural diversity. The school places a strong emphasis on pupils' moral and social development and this is shown in the way pupils care for each other and co-operate well during group tasks such as dance and music. Older pupils have the opportunity to take part in residential visits and thoroughly enjoy these activities. Provision for pupils' spiritual development has improved since the previous inspection. There are good opportunities for pupils to develop a sense of worth during "Well Done" assemblies and through the child centred displays throughout the school. 'Circle time', religious education lessons and assemblies give pupils time to reflect and sit quietly and pupils have the opportunity to celebrate nature through painting and poetry connected to the seasons.
12. The school has maintained its good level of attendance since the last inspection. The vast majority of parents are keen for their children to learn and send them to school regularly and on time. The school stresses the effect of good attendance on pupils' learning and almost all the parents agree with this.

## Attendance

### Attendance in the latest complete reporting year (95.8%)

Authorised absence	
School data	4.2
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

## Exclusions

### Ethnic background of pupils

Categories used in the Annual School Census
White – British

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
152	3	0

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

There were three exclusions in the last school year, all relating to the same pupil. This has been effective, as the behaviour has improved dramatically.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good** overall. The school is particularly good at ensuring that all groups of pupils are fully involved in all activities.

### Teaching and learning

The quality of teaching and learning is **good**. The levels of good and very good teaching are similar to those reported in the previous inspection.

### Main strengths and weaknesses

- Teachers have a strong rapport with pupils.
- Very good teaching in mathematics.
- Teaching for pupils in Years 5 and 6 is very effective.
- Teacher knowledge, expectations, and relationships with pupils is good.
- Foundation Stage children do not have sufficient opportunities to pursue their learning through independent activities in the reception class.
- Science is taught well at Year 6.
- Individuals assessed appropriately in the nursery using the On track assessment for learning system.
- Teaching assistants provide very effective support for pupils and teachers.
- Pupils with special educational needs are well taught.

## Commentary

### Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (11%)	19 (50%)	15 (39%)	0	0	0

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

13. Teaching is satisfactory overall in the Foundation Stage with consistently good teaching in the nursery and children achieve well. The nursery team succeeds in creating a welcoming, secure and encouraging atmosphere for the children. All individuals are very well supported so that they feel confident to join in and participate with the activities. In the nursery the quality of day-to-day assessment is satisfactory and teachers and assistants make observations on a regular basis and record aspects of children's work and their responses using the Foundation Stage profile. In the reception class there is no formal system of recording day-to-day assessments whilst they wait for the education authority to complete its trials on the on track assessment system. This means adults cannot be confident that the rate of progress in children's learning is always identified. However, overall not enough chances are given for children to pursue the good work in whole-class sessions through exploring and investigating activities independently and using the outdoor facilities in the reception class.
14. Teaching for pupils in Years 1 to 6 is good overall, although there is much very good teaching for pupils in the Years 3 to 6 classes. Throughout the school, teachers have very good relationships with their pupils. Conversations with the pupils show that they have a very high regard for their teachers. As a result, classes throughout the school reflect a purposeful, enthusiastic and happy atmosphere in which pupils are generally keen to work hard and please their teachers. Teachers capitalise on these very good relationships by using praise and encouragement skillfully to boost pupils' confidence and help them to improve.
15. Teachers generally show confident subject knowledge and provide clear explanations and instructions. This is especially apparent in the very good lessons in mathematics seen in Years 3 to 6. These lessons ran at a rapid pace with work skillfully targeted to extend all groups of pupils. Very good questioning ensured that the mental oral sections of the lessons provided a rigorous mental work out for all pupils. The teachers were very successful in creating an atmosphere of enjoyment in the work, and discussions with Year 6 pupils indicate that these are the lessons that many of them enjoy most.
16. The school has previously run a very well organised programme of booster sessions for pupils in Years 5 and 6. The teachers who run these sessions have been very successful in raising pupils' levels of attainment – as can be noted by the fact that the school has exceeded targets set for pupils in the national tests. In Year 6, in particular, the teacher is very skilled in developing pupils' confidence and self-esteem to help them overcome areas of work that they perceive as being difficult for them. Even during the short duration of these observations it was clear that the pupils were achieving well and making very good progress.
17. The school has taken steps to improve its systems for using assessment information and good target setting systems have been implemented especially in the core subjects. However, these systems are not yet developed in other subjects and the school rightly identifies the need to implement this approach across the school as a means of further raising the standards attained by pupils. Also, although teachers have an increasing awareness of the need to analyse and make full use of any relevant assessment information, most have not yet reached the stage where test results are rigorously analysed to highlight weaknesses in pupils' learning. Analysis of this sort has been carried out in mathematics, English and science and clearly played an important part in helping raise standards and this model now needs to be extended to other subjects.
18. Across the school, teaching assistants are well briefed and provide effective support for groups of pupils and individuals as appropriate. They know the pupils very well and often show a skilful approach when running small group activities for the teacher. The work of these members of staff is one of the touchstones of success of the school in ensuring the full inclusion of all pupils. For example, in a Year 4/5 mathematics lesson the teaching assistant worked very effectively with a group of pupils, explaining activities and making sure that all individuals stayed fully focused on the task at hand.
19. The teaching of pupils with special educational needs is good. All teachers are aware of the pupils' targets and make reference in planning to providing suitable activities to promote

learning. Pupils are given very good, skilled help and encouragement from the experienced and committed teaching assistants, who help ensure that all pupils are fully included in all activities. The provision and support given to those pupils who need it is a reflection of the schools' caring ethos and commitment to inclusion.

## The curriculum

The school provides a **good range** of appropriate learning experiences for its pupils. Opportunities for pupils to participate in activities outside the school day are **satisfactory**. The quality and quantity of learning resources and the accommodation are **good** overall.

## Main strengths and weaknesses

- The school provides a good range of worthwhile curricular opportunities for its pupils.
- There are insufficient planned opportunities for developing pupils' speaking and listening skills.
- The provision for special educational needs is good.
- The school is very inclusive and committed to ensuring equality of access and opportunity.
- Provision for personal, social and health education is good.
- The accommodation and learning resources are good.

## Commentary

20. The quality and range of learning opportunities is good overall, and the school's curriculum, with some deficiencies, provides a reasonably sound base for pupils' learning. Planning is based firmly on the National Curriculum and the locally agreed syllabus for religious education. A sound programme of visits and visitors helps to make learning more meaningful and interesting.
21. Currently, there are insufficient planned opportunities for pupils' to practice their speaking and listening skills across all the subjects taught. This is limiting the pupils' development in this key area.
22. Detailed long-term plans are in place, which largely reflect the content of the Qualification and Curriculum Authority schemes of work. They are cyclical to provide effectively for the mixed age classes. Medium-term planning is satisfactory overall. Planning for the shorter term is completed regularly and plans are drawn up which identify appropriate activities to support learning. Weekly plans, particularly for literacy and numeracy give ample detail of the content and progression of these lessons and daily plans list learning intentions and intended progression in lessons. There are occasions however when activities are mistakenly entered as objectives this is found mainly in the foundation subjects. When this occurs it is difficult to assess what learning has taken place during the lesson.
23. Overall the curriculum successfully promotes the school's caring, inclusive ethos and the intellectual, physical and personal development of the pupils. It prepares pupils appropriately for the next stage of their education and the participation in a range of out of lesson clubs and activities adds to the schools' success in promoting healthy activity and participation in sports and the arts.
24. The good provision for pupils with special educational needs is one of the strengths of the school. Individual education plans are informative, detailed and helpful. Reference to the targets in the individual education plans, school tracking records and discussions with the special educational needs co-ordinator (SENCO), class teachers, and teaching assistants indicate that most pupils are making good progress towards meeting their individual learning targets. Provision is made very well for those pupils who have specific learning difficulties in English and mathematics through particular catch up programmes such as Toe by Toe, Phonological Awareness Training (PAT) and Additional Literacy Support (ALS). The provision for those pupils who have behavioural and physical difficulties is equally comprehensive and detailed, and they make the same good progress towards targets set for them.

25. The school's arrangements for personal, social, health and citizenship education are good.
26. The match of teachers and teaching assistants to the curriculum is satisfactory. However, the contribution of the teaching assistants, particularly in support of pupils with special educational needs, is considerable. The quality and range of resources generally are good. The well-maintained, spacious accommodation, with the newly appointed ICT suite provides an attractive and safe learning environment.

### Care, guidance and support

Pupils' care and welfare are **very good**. The school provides **very good** support, advice and guidance for pupils based on very thorough monitoring of attainment, behaviour and personal development. The school seeks, values and acts on pupils' views in a **satisfactory** manner.

### Main strengths and weaknesses

- The school is very effective in working in the pupils' best interest to safeguard their welfare and safety.
- There are very effective procedures for child protection.
- The school provides very good support, advice and guidance for pupils with assistance from the Behaviour Support Worker who works with the local cluster of schools.
- There are very good relationships between pupils and staff.
- Monitoring, assessing and rewarding academic progress, personal development and behaviour are good.
- Induction arrangements for pupils are good.
- There is a health and safety issue with the school boundary alongside the beck.

### Commentary

27. The school is very effective in working in the pupils' best interest to safeguard their welfare and safety. The school employs very effective child protection procedures. There is very thorough monitoring of pupils whose health and safety are a concern to the staff. The school's designated person for child protection issues is very proactive in the care of the pupils. All the staff are trained in first aid, adhering to the strict procedures for recording and monitoring accidents. This has been an improvement since the last inspection. Due to the loss of a tree in the bad weather before Christmas part of the boundary fence, alongside the beck and behind the football pitch, has been destroyed. For the safety and security of the pupils this needs to be replaced before they are allowed to play on the field.
28. The school provides very good support, advice and guidance for pupils. The Behaviour Support Worker, who also works with the local cluster of schools, has had a significant impact on identifying child protection issues and managing severe behavioural difficulties of certain pupils with special educational needs. There has been very good improvement in behaviour, resulting in no pupil exclusions this year.
29. There are very good relationships between pupils and staff. The staff know the pupils well and are very sensitive to their needs. They are very aware of pupils that require extra support from an early age and give them the necessary assistance. The induction arrangements are good for the very young children who transfer from the nursery; although some parents do not think that they are as good as in previous years. The pupils have a full complement of visits to, and liaison with, the school before entering the infants. Parents welcome the visit to school for lunch prior to the day their child starts school so that they can support them with the routines of school life. As a result the pupils settle in quickly.
30. The school is very good at acknowledging pupils' achievements through its rewards schemes. For example, pupils strive hard to behave well in class to gain 'Golden Time', rather than yellow cards, so that they can have an extended playtime. Also, the younger pupils work towards

gaining stars and merits for their good behaviour and good work. The older pupils work together to gain Air Miles for their airline groups in order to reach their chosen destination. As a result of this innovative reward scheme pupils not only enjoy the sense of achieving their aims together but also learn about the culture, history and geography of their destination. Pupils interviewed during the inspection were aware of the sanctions for bad behaviour and bullying and agreed that they work. Realistic targets are set for pupils' personal and academic progress. They are monitored and recorded well, as can be seen in the Records of Achievement for each pupil.

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

The links the school has with the parents and the local community are **good**. The links with the other local schools and colleges are **good** also.

### **Main strengths and weaknesses**

- Parents are supportive of the school, in particular, the Friends of Brompton School.
- Parents are provided with good information about the school.
- Headteacher and teachers are readily available to discuss concerns with parents.
- The contribution parents make to their children's learning at school and at home is good.
- Strong links with the local secondary school prepare pupils well for a smooth transfer from Year 6.
- The school has good links with the local cluster of schools, the local village and a community in India, through the "Goodwill" charity.

### **Commentary**

31. The vast majority of parents are supportive of the school. Parents consider that they have good communication with the school through the regular newsletters, parents' evenings and meetings. Also, the parents interviewed during the inspection found the headteacher and staff to be understanding and readily available to discuss concerns with them. The contribution of parents to help with their children's learning at home is good. The Friends of Brompton School (FOBS) have arranged a number of information evenings to help parents understand what is being taught to their children. They are also very effective in raising funds for the school. They provide each pupil, transferring to secondary school with a dictionary. Also, the window blinds, FOBS have donated stage lighting and a music system and furniture for the ICT suite. The vast majority of parents are keen to assist their children with their homework and complete the reading/homework book diligently. With the inception of the new computer suite and adjoining community lounge there are plans to fully utilise the facilities for parents, other residents and pupils from the local cluster of schools. Already there are weekly coffee mornings for parents, which encourage parents to learn computer and other skills so that they can support their children's work at home and in school.
32. The school has developed good links with the community. The school lets out its premises to a number of local children's groups, such as scouts, girl guides, brownies, cubs and beavers. Senior citizens are invited into school for special occasions. There is a close liaison with other local schools and the local secondary school. The majority of parents and pupils are confident about how smooth the transfer is to Allertonshire Secondary School, with which strong links have been forged over the years. Many local people are invited into school to talk to pupils about history, mini beasts, fire safety and safety on the railways. The pupils have made and distributed cards to the older residents of the community to alert them to the need to be aware of bogus callers. Kettlewell charity and the local snooker club have given money for flood-damage repair and developing the school grounds. Through the "Goodwill" charity the school has close links with a community in India, and sponsor the education of two children from there. This has raised the pupils' awareness of different cultures.

## LEADERSHIP AND MANAGEMENT

Leadership is **good** overall and management is **effective**. The headteacher provides **good** leadership and sets the pace for systematic and continued improvement. Overall governance is **good**.

### Main strengths and weaknesses

- The headteacher has clarity of vision and he monitors provision effectively with a determined sense of purpose to establish systematic improvement.
- The school has a very successful commitment to ensuring that all groups of pupils are fully included in all its work and a strong concern for individual needs.
- The management of special educational needs is excellent.
- Management of the headteacher and senior staff is good and promotes effective teamwork and a commitment to improve.
- Governors provide strong support for the headteacher and staff.
- The school finances are managed efficiently.
- The role of the subject leaders needs to be developed further to include assessment reflecting National Curriculum levels in Foundation subjects and ICT which will complement the tracking system already in place for the core subjects .
- The governing body is fully involved in the school and knows the strengths and weaknesses well.

### Commentary

33. The headteacher provides strong leadership for the school and has a crystal-clear vision of its educational direction. The headteacher is very well organised and ensures that all systems and routines run efficiently and effectively. As a result the school operates as a well ordered community. In particular, the headteacher ensures that there are good levels of communication between staff and also between staff and governors, and this helps all to work together as a cohesive team. The headteacher also provides an atmosphere in which staff work together as a fully committed and enthusiastic team. He ensures that the aims of the school are clear and the staff work hard to achieve these. The times since the flood in 2000 have been difficult for the school because of changes of staff, loss of the deputy headteacher through retirement and loss of half a cohort of pupils (now in Year 5). Despite this, the headteacher has been resilient and instrumental in re-enforcing the ethos of the school as one in which pupils are well behaved and enthusiastic about their work and where teachers find pleasure and satisfaction in their own hard work.
34. The headteacher is fully committed to the school and inspires loyalty from staff and pupils. He has developed a good team of people who are working very well together. The headteacher very skillfully shares his vision with members of the governing body and the teaching and non-teaching team, empowering them to bring about the changes needed. This reflects a determined commitment to improvement by all concerned.
35. The headteacher and all staff are very successful in ensuring that all groups of pupils in the school are fully included in all activities. They achieve this by rightly placing a high priority on the pupils feeling happy and secure at school and having a wide range of opportunities to develop not only their academic skills, but also their social awareness and understanding. In this way the headteacher and the staff promote an atmosphere in which the whole of the school community works together with a 'family' ethos. He helps pupils to feel included and develop as individuals by placing a strong emphasis on the provision of good quality personal, social and health education (PSHE) activities and by encouraging all pupils to involve themselves in these areas.
36. The senior management team, which works well together, is having a strong influence on the quality of education provided. This team provides a very good role model for other staff and has



supported the cohesive team ethos of the school. The management of the special educational needs, English and mathematics are very good. The headteacher recognises these strengths, and plans to use this positive model to share good practice in other subject areas. Subject leaders are beginning to audit their subjects and identify needs, especially in the core subjects. Results and achievements are carefully monitored by the headteacher and he uses this skillfully to set targets for teachers. The headteacher has put in place good systems for the effective monitoring of teaching and learning. Data is used very well to identify areas for development and strategies are put in place to improve areas of weakness. This role has to be enhanced for the subject leaders of the foundation subjects. Subject leaders have recognised the importance of identifying what the pupils know and understand at each point of the curriculum in relation to the levels expected in the National Curriculum but this has yet to be achieved. Performance management is very good and is an important strength that promotes improvements to teaching and learning.

37. The management of the special educational needs provision is very good. The co-ordinator is well qualified, experienced and is responsible for the overall organisation of special educational needs provision. In association with other members of staff, she ensures that all pupils in need have equal access to all activities. Those pupils with particular needs have these brought to the attention of the local authority with a view to extra support. Early contact is made with all parents as soon as concerns are noted about their children, and there is evidence of parental involvement in all stages of the Code of Practice.
38. Governors are well informed about and involved in the running of the school. They ensure that all statutory responsibilities are met. They have a good relationship with the school staff and visit the school on a regular basis. As a result, they have a clear view on the effectiveness of the way in which the school is operating. The chair of governors works closely with the headteacher and has a very clear insight into the main on-going issues and areas of development within the school. Through full governing body meetings, committees, visits, discussions with staff and individual responsibility governors have gained a good understanding of the strengths and weaknesses of the school and have developed a good improvement plan to guide their work. Governors have clear vision of what they want to achieve and know how to set about doing this. They are willing to hold the headteacher and other staff to account and to challenge and make difficult decisions. Whilst doing this, they have secured commitment to improvement and maintained a good spirit of teamwork that is leading to benefits for the pupils.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	388,291	Balance from previous year	40,133
Total expenditure	373,954	Balance carried forward to the next	14,337
Expenditure per pupil	2,493		

39. The school meets the challenge of limited funds effectively and with careful budgeting maintains a good expenditure for education. Savings on the salary of senior managers has enabled the governors to continue to have a good supply of learning support assistants, maintain single year classes where numbers allow and have a non-teaching headteacher. Financial control and forecasting are good, and meet the challenges of the budget, which is below the national mean. The governors' finance committee is well organised and uses relevant information effectively to support the school development plan.

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

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

40. Provision for children in the Foundation Stage is satisfactory overall, with good provision in the nursery. The children work and play within a secure and caring environment and they enjoy being in school. Since the previous inspection the school has improved its provision for reception children and the curriculum they receive is appropriate to their stage of development. The curriculum is broad and stimulating and well matched to the needs of the children. The quality of teaching and learning is satisfactory overall and children achieve appropriately. Teachers are secure in their knowledge and understanding of children's needs and know them well. There is effective use of well-trained adults to provide good support for both teachers and children. In the nursery the teaching is consistently good and children achieve well. In the nursery the quality of day-to-day assessment is satisfactory and teachers and assistants make observations on a regular basis and record aspects of children's work and their responses. In reception there is no formal system of recording day-to-day assessments and this means adults cannot be confident that the rate of progress in children's learning is always identified.
41. Attainment on entry to the nursery varies considerably, but overall is in line with that expected for children of this age. From this starting point the great majority of children, including those with special educational needs, achieve well. In the nursery they become confident speakers and make good progress with personal and social skills. Children transfer effectively into reception and continue to make sound progress towards the Early Learning Goals. By the time children enter Year 1 almost all children have reached the expected standards in all the areas of learning and some have exceeded it.
42. Accommodation and resources are good, but the outside facilities for the reception children are unsatisfactory. There is no direct access to the enclosed play area for reception children and this means that opportunities to use the good outdoor resources available in the nursery are restricted to times when the teacher can supervise the whole group outside in the summer months. The co-ordination of the Foundation Stage is satisfactory but there is no formal liaison and monitoring system established between nursery and reception due to the LEA pilot scheme for on track assessment for learning being piloted in the Nursery.

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

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

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

- There are very positive relationships between adults and children.
- Teaching is good and children achieve well.

#### **Commentary**

43. Teaching is good in this area and as a result children learn effectively. The caring way staff respond to them is a strength. Children know routines well, settle to tasks with minimum fuss and behave sensibly. The majority of children show interest in what they are doing, concentrate well when not directly supervised and are eager to learn. Adults have high expectations of what children can do unaided and children respond to their expectations and praise; for example, most help tidy up at the end of a session.
44. Children take part in circle time and this provides them with good opportunities to gain confidence and express their opinions in a very pleasant learning environment. They are very attentive and clearly enjoy the various games they play. They listen to each other as they pass a fuzzy ball around the circle and describe their favourite toy. The children are then able to

describe someone else's favourite toy. The teacher coaxes reluctant speakers to have a turn and children feel secure enough to do so.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Opportunities for speaking and listening are very good.
- Good techniques support children's early reading skills.

### **Commentary**

45. From the start of their time in nursery children begin to develop confidence and quickly develop good speaking and listening skills. They are provided with a wide range of activities which support the development of their skills in language and literacy. Staff encourage children to widen their vocabulary as they work on art activities making hearts for Valentine's Day and mixing paint to create sunsets. Many opportunities are provided for children to talk with each other as they act out taking a bus to Antigua, talking on the phone and writing down menus in the cafe. Children are confident to speak with visitors and the majority are expected to reach the expected level for speaking and listening by the end of reception.
46. In reception, children are introduced to phonics using actions and pictures to link the sound to the symbol. This teaching is effective and many of the children are able to recall all the sounds of the alphabet. A few children are able to build the sounds up into simple three letter words using pictures to help them. All the children enjoy looking at books and respond well to the story of "The Very Hungry Caterpillar". They are familiar with texts and know how to join in with the relevant parts of the book and are able to understand the deeper meaning behind the story. All children have made a sound start to learning to read and the vast majority will have attained or exceeded the expected level in reading by the end of reception.
47. The teaching of handwriting is good and most children hold a pencil correctly and with guidance form letters correctly. Some children are able to use their phonics knowledge to write simple words and enjoy writing independently in the play areas. Most children can write their first name and over half attempt to write their name in full. Writing in news books tends to be neat but most children write the same starter sentence. There are insufficient opportunities given for children to write independently in order for the teacher to assess what the child can do unaided. All children have made a sound start at learning to read and write and the vast majority will have attained the expected level in key literacy skills by the end of reception and some will have exceeded these levels.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers plan a range of interesting activities which maintain children's interest.
- Appropriate techniques support children's early number skills.
- Ongoing assessment of children's learning is not sufficiently focused.
- The pace and timing of lessons is not always suitable.

### **Commentary**

48. Children are provided with a good range of practical activities for the development of mathematical skills and there is some relevant direct teaching. For example, children are

encouraged to count on to 20 and add one more using the teacher's number stick as a guide. Many opportunities are provided for independent learning, for example in the nursery, children put cherries on currant buns, which they make out of playdough. Over half the children are able to count cakes to six. In reception children experiment with filling and emptying containers in the water tray, they set the clock to say different o'clock times and share out pizza in the cafe; setting the table for four. The quality of teaching is satisfactory overall, but in reception there are missed opportunities to assess how well individual children are learning. During the introduction on the carpet, the teaching assistant is not guided sufficiently to assess how well children can add the fruits together and the assistant has no specific guidance for assessing what the children know and can do during the teacher focus activity in the cafe. In the teacher led focus group, time is wasted collecting children to carry out the counting activity and no formal recording is made. As a result, there is no formal evidence to support the completion of the Foundation Stage profile for individual children. On occasions the teacher allows parts of lesson to run on too long. This results in lessons being too short or going on beyond the expected finishing time. This means there is insufficient opportunity to bring children together at the end to consider what they have achieved and to assess their progress.

49. Many children in the nursery can count to five and by reception the majority are confident to count to 20 in order. They are able to make sets up to five and some are beginning to add two numbers together to find a total. Over half the children can add one more. Children are most confident in number skills and make good progress in this area. All children have made a sound start to their mathematical development and the vast majority will have attained the expected level by the end of reception.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Good teaching of computer skills.
- The curriculum offers a suitable range of experiences to extend children's knowledge of the world.

### **Commentary**

50. Most children enter school with average general knowledge and the appropriate teaching they receive ensures that the vast majority of children are in line to attain the expected standards by the time they enter Year 1. In the nursery, activities are well planned to enable children to explore a good range of building and making skills using building bricks, hammers and nails to create houses and homes. They learn about traditions such as giving hearts to people you love on Valentine's Day and make hearts from fabrics and paper. The quality of adult interaction is good and staff use suitable questioning skills to develop children's curiosity about their surroundings. In reception, children experiment with clay describing its different qualities as smooth and stretchy. They look at spring flowers in pots and experiment with magnets. Many are surprised that some metals do not attract and offer reasons why this is so. Children have the opportunity to use the computer independently and the class computers are used frequently with confidence. Good use is made of ICT to produce charts of children's favourite drinks and different eye colours. The teaching of basic keyboard skills is good. The class teacher is very supportive and has good subject knowledge. Children are given small group teaching in the computer suite. They are confident to log on, and use the mouse to draw faces using a graphics program and print their finished faces. Throughout the lesson they concentrate well.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

## Main strengths and weaknesses

- A range of interesting activities is planned to promote this area.
- There is no continuous access to an outside play area for reception children.

## Commentary

51. In the nursery, children use the outdoor space with a growing awareness of others and travel around the play area without collisions. Teaching staff provide some good opportunities to extend children's skills by providing some bicycles without stabilisers, introducing bats and balls and encouraging children to make up games together using hoops. Throughout the outdoor sessions children behave very well and clearly take part with great enthusiasm. Although the reception class is situated close to the outdoor play area, no direct access is available. In the reception/Year 1 class no additional adult is available to supervise outdoor activities for reception children. As a result little use can be made of the good facility on offer in the nursery. The school has already recognised this as an area for development and plans to reorganise the play area for the Foundation Stage. No hall sessions were seen during inspection so no judgements can be made about teaching. Hand control is developed through the use of construction kits, cutting and sticking activities. The children use play dough frequently and other soft materials to cut, mould and make models. In reception, children have regular handwriting practice and teachers ensure children can hold their pencils correctly. Children show increasing confidence in their use of smaller equipment, for example recent paintings of the snow show that children are developing satisfactory brush control. The vast majority of children are in line to attain the expected standards by the time they enter Year 1.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- There is good support for children's learning from adults.
- Role-play areas are well organised and provide good opportunities for children's language development and for supporting their personal skills.
- Teaching is good.

## Commentary

52. Children respond enthusiastically in a variety of ways to the creative activities they are offered. They experience a good range of art, singing and imaginative play activities. In the nursery, encouraged by the teacher, they mix dry paint and create a wide range of colours based on reds and yellows. They use the colour they have mixed to paint pictures in response to photographs of sunsets and sunny days. Children enjoy describing the different sparkly pinks and purples fabrics they use to make decorated love hearts. Children enjoy playing with dolls houses, naming the dolls and getting them to do decorating in the house. Throughout the Foundation Stage role-play is used well. Supported by a very good range of resources and effective interactions with adults, the children take phone calls, make notes and cook for customers in the cafe. They are happy for adults to take part in their creative play. In reception children respond to snowy weather by painting sensitive paintings in winter colours and make intricate patterns using woven materials. The vast majority of children are in line to attain the expected standards by the time they enter Year 1.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory** overall.

## Main strengths and weaknesses

- Standards are good in Year 6 and these pupils achieve well.
- Provision for pupils with special educational needs is good.
- Well led and managed
- Insufficient attention is paid to what pupils know and can do to set appropriate learning targets.
- There are insufficient planned opportunities for pupils to develop their speaking and listening.

## Commentary

53. Standards in English are rising as a result of the school's focus on improving the performances of the below average and average pupils, in reading and writing. Pupils currently in Year 2 are expected to reach average standards in reading and writing in the end of year national tests. Pupils in Year 6 are expected to attain above average standards, which indicates that they have achieved well during their time at school.
54. The overall standards in speaking and listening are average in Years 2 and 6. However, a significant number of pupils lack confidence in speaking and have a limited vocabulary. Many pupils enter the school lacking confidence in speaking and have poor listening skills. Despite making satisfactory progress overall, inspection evidence indicates that a small number of older pupils still fail to attain expected standards. Teachers' encouragement of appropriate subject vocabulary does have a positive impact on oral skills. However, there are insufficient planned opportunities, such as drama and debates, which allow pupils to express their own views and extend their vocabulary. In turn this limits their ability to explain ideas and communicate their findings in writing, which is a barrier to learning. The school is aware of the need to improve pupils' speaking and listening and references to developing dialogue are included in the improvement plans.
55. Standards in reading are rising and are average at the age of seven and 11. The rise in attainment in Years 1 and 2 is down to the school tracking more closely the progress of middle and lower attainers and providing them with suitably challenging targets. These pupils are encouraged to read regularly and they are supported with a variety of teaching strategies designed to improve their phonic (linking sounds to letters) skills. Older, higher attaining pupils have developed fluency and confidence in their reading and express opinions about the main characters and events in a wide range of texts. In a Year 6 lesson, pupils show their understanding of the complexities of presenting and developing persuasive and balanced arguments. Here again, however, the limited language and speaking skills of a few pupils restrict their contributions.
56. Standards in writing have risen slightly since the last inspection and are in line with the national average at seven and above at 11. Grammar and punctuation are taught systematically and pupils extend their range of writing to include stories, report writing, formal and informal letters, instructions and persuasive arguments. Pupils in Year 6, as a result of good teaching are achieving well, particularly in extended and creative writing. Attractive word-processed displays celebrate pupils' efforts and achievements, which encourages them to greater effort. This work shows that higher attainers have a good command of the language and their writing is exciting and interesting. Handwriting is practised regularly and good presentation is encouraged. However, although overall standards are satisfactory they are variable and scrutiny of work shows that there are occasions when insufficient attention is given to both.
57. Pupils with special educational needs have good levels of support to help them raise their standards in reading and writing. Suitably adapted tasks, which match their individual needs, and the very good levels of support from teaching assistants help pupils gain confidence and overcome their learning difficulties. The school has well-focused systems to ensure that above average ability pupils are challenged and extended and that they are encouraged to become independent learners.

58. The quality of teaching seen during the inspection was satisfactory in Years 1 and 2 and good overall in Years 3 to 6. Most lessons are conducted at a brisk and lively pace and pupils sustain their concentration and their involvement in the lesson. Most teachers question pupils to good purpose and use their subject knowledge to reinforce and consolidate learning. The splendid relationships enjoyed between staff and pupils, together with the very positive encouragement given, ensure that pupils are enthusiastic learners who achieve well as a result. A good range of teaching methods are employed in an attempt to meet the needs of all pupils and teachers are very well supported by a team of knowledgeable, experienced teaching assistants. They give very good support to pupils, particularly those with special educational needs, who make good progress and achieve well as a result. In most lessons the plenary session is used well to challenge pupils to analyse their own learning and to highlight the purpose of the lessons. This helps to reinforce pupils' understanding and knowledge. In classes 4/5 and 6 particularly, there are good examples of marking where pupils are given clear directions on how to improve their writing. However, the careful breakdown of what individual pupils can and cannot do, rather than the levels attained by groups of pupils, is not used in this way throughout the school. Consequently, some pupils are not being given suitably targeted tasks to enable them to achieve as well as they might.
59. The management of English is very good. The co-ordinator provides effective leadership and oversees resourcing and library provision. She has been instrumental in forming the current Literacy Action Plan that reflects accurately the priorities for improvement. Tracking records are kept to measure each pupil's progress but currently these do not identify the particular needs of individuals. Although some observation of teaching has taken place in the past, current financial constraints restrict the monitoring of literacy provision throughout the school.
60. Resources for the teaching of English are good and they are used well within classrooms. The school has made considerable investment in acquiring a suitable range of books and the library contains a good range of fiction and non-fiction texts.

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

61. The procedures to ensure that pupils' literacy skills are targeted in areas other than English are good. Teachers use a wide range of opportunities in subjects such as science, history, design and technology, music and ICT to develop pupils' literary competence. Curriculum planning for cross-curricular work is good and reflects the hard work put in to improve this area since the last inspection.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Very well led and managed.
- Good teaching.
- Pupils achieve well.
- Information and communication technology is well used in the subject especially when opportunities are provided for pupils to apply their knowledge and skills in mathematics in problem solving and investigations.
- The quality of marking is uneven in quality from class to class.

#### **Commentary**

62. Overall, pupils' achievement is good and standards are above average because teaching is good. Results have risen significantly in the last year and standards have improved since the previous inspection

63. The mathematics co-ordinator, who has only been in post since September, has built effectively upon the work started by her predecessor. This results in a very effective action plan to improve standards and provision in this area. Resources have been increased and a new commercial scheme has been introduced to support teachers. The initiatives have been successful so that staff training and careful analysis of areas of weakness have led to a clear improvement in standards – reflected in the school's national test results and also in the quality of work seen in lessons. Year 2 pupils now reach average standards and, Year 6 pupils reach above average standards overall. All groups of pupils, including those with special educational needs, achieve well and make good progress as they move through the school.
64. Teaching is good throughout the school. Across the school, pupils work well in mental/oral sessions so that by Year 6 they show appropriately rapid mental recall of number facts, with some pupils showing a good ability to carry out quite complex mental calculations, such as  $14 \times 9$  or  $18 \times 8$ , and many show a good ability to explain the methods they use in such calculations. Pupils gain an in-depth knowledge of mathematical concepts, which are well grounded in practical activities where they have much experience of using and applying their knowledge. In this way teachers work well with pupils across the school, ensuring that there are plenty of these experiences for the pupils and accelerating the learning of individuals by presenting the ideas in an interesting and enjoyable way. For example, much enjoyment was generated in a Year 4/5 lesson when the class teacher used 'multilink bricks' to 'build' numbers in shapes using length by breadth (previous knowledge) to calculate the number of bricks in the shape. Very good teaching was noted in Years 3 to 6 with teachers showing a very skilled and knowledgeable approach. This was reflected especially in their precise questioning so that pupils at all levels of ability were challenged during mental/oral sessions or discussions.
65. Much progress has been made in developing assessment systems for mathematics. The co-ordinator has now rightly identified that the next step in raising standards further lies in using assessment information more rigorously across the school in order to develop targets for individual pupils or groups of pupils. Marking of pupils' work is of variable quality. Most teachers use the marking system to provide encouragement and praise but sometimes there is little evidence of evaluative comments that identify areas for improvement.

### **Mathematics across the curriculum**

66. Mathematics is satisfactorily developed and utilised in other subject areas – notably in conjunction with ICT to explore spreadsheets and data-handling concepts. Good use is made of ICT to develop the different skills needed at each stage from Years 1 to Year 6 in data handling, spreadsheet development and interrogation of data.

### **SCIENCE**

Provision in the subject is **good**.

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

- Pupils in Key Stage 2 achieve well as a result of the very good teaching.
- There is a good emphasis placed on links to other subjects.
- Teaching assistants are used well to ensure pupils are supported or extended.
- There is no regular or systematic monitoring of teaching and learning.
- On-going assessment procedures for marking, whole school leveling of work and setting future targets is underdeveloped.

#### **Commentary**

67. As in the previous inspection standards of attainment in Key Stage 1 are in line with national expectations. In Key Stage 2 standards since the previous inspection have improved and are now well above average in comparison with national expectations. In 2003 national tests almost



all pupils in Year 2 reached the expected standard with nearly a third of pupils attaining the above average Level 3 standard. In Key Stage 2 standards in science have overall been improved and in 2003 standards reached were well above average with all pupils attaining the expected standard. The number of pupils who attained the higher Level 5 was also well above the expected level when compared with all schools nationally. Overall the school does well for its pupils and they achieve well. No difference was seen between the achievement of boys and girls. Those pupils with special educational needs achieve well due to appropriate activities and support from well-briefed teaching assistants. In Key Stage 2 pupils make good progress and are achieving very well, particularly in Year 6 where higher attaining pupils are challenged very effectively and achieve extremely well.

68. The quality of teaching in Key Stage 1 is satisfactory. There was limited evidence of recorded work, but, based on discussion with pupils and lesson observation, pupils have a satisfactory understanding of life processes. They know how to keep healthy, they are beginning to draw conclusions about why things happen. For example, they try to explain why some metals are attracted to magnets and are able to predict and record how materials change. Pupils in Year 2 are able to recall work from previous lessons when they describe how a snowball turned into water and could be turned back into ice. They are able to predict what will happen to chocolate if it heats up and use relevant vocabulary to describe how bread looks after toasting. Other pupils investigating fabrics to mend a boat use scientific vocabulary they have been taught such as "flexible" and "waterproof" to record their findings. The teacher effectively clarifies any misunderstanding pupils have and organises activities of a practical nature which maintain pupils' interest. In Key Stage 2 an analysis of pupils' books shows that science is taught well throughout the year groups. A particular strength is the links made to other subjects such as ICT, Mathematics and English. Activities frequently involve pupils applying skills such as measuring, recording work in tables or graphs and writing reports. Pupils take pride in their work. It is organised well, presented appropriately and always completed. In Year 6 science is consistently taught very well. The teacher has a very good subject knowledge and ensures pupils are taught a wide range of appropriate skills in a practical way. As a result, pupils are confident and eager to investigate and record their findings competently. Whilst investigating the effect of a force on elastic, pupils are able to use Newton meters accurately and over three quarters of the class are able to transfer mathematical skills such as recording using decimal notation and present data in graph form. Pupils with special educational needs make good progress and are able to record their results systematically with support from a teaching assistant.
69. The strengths identified in the previous inspection have been maintained and standards of attainment, particularly for Key Stage 2, have improved. The subject is appropriately lead and managed and resources are organised effectively to support the curriculum. There remain some areas for development. Teachers' marking in science does not always give pupils a clear idea of the next step in learning and insufficient use is made of setting class or individual science targets. The school has identified the need to develop portfolios of leveled pieces of work to help teachers in their assessments of pupils' work in different areas of science. Although the science co-ordinator has had some opportunity to monitor the quality of teaching and learning there is no system in place to ensure this happens regularly.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- The co-ordinators are knowledgeable and enthusiastic.
- There has been good recent improvement in resources and staff expertise.
- Good use is being made of the school's ICT suite to extend pupils' skills.

## Commentary

70. Throughout the school pupils have a reasonable range of skills and knowledge. Attainment at both aged seven and 11 is satisfactory. At the end of Year 2, pupils can use art programs to create simple pictures. They know how to select tools to fill or erase what they have just done. They can use simple word processing to record their work. Pupils use computer programs to help learn to spell or to practice simple number bonds or counting. By the end of Year 6, pupils' achievement is good as they systematically build on what they have learned in earlier years. All pupils are able to save and retrieve their work, and change fonts to alter its appearance. They know how to use the Internet for research but do not have sufficient opportunities to use this tool in their learning.
71. Teaching and learning are satisfactory overall. Teachers showed that they are confident and willing to use their skills and the resources available. They plan well and involve small groups in the ICT suite. Teaching assistants are skilful and work well with the class teacher in the ICT suite. Lessons are well organised and provide pupils with good opportunities to practise their skills as they work in pairs. Teaching was most effective when a clear subject focus was supported by the use of computers. For example, in a mathematics lesson, pupils who were ordering decimal fractions were given helpful feedback. They were appropriately challenged to extend their learning supported by the program they were operating.
72. Much good work has been completed by the subject leaders to ensure that provision is more even and consistent. Many improvements have been made since the previous inspection. The subject leaders are establishing identification of National Curriculum levels to complement the effective school systems in assessment and in developing the use of ICT to systematically support other subjects.
73. The subject leaders provide good support to ensure teachers' knowledge, understanding and confidence. In a short time they have encouraged and overseen the training for all staff. From a low base of expertise and confidence, most teachers are now reasonably confident and enthusiastic about teaching ICT. The subject leaders have a clear vision for the development of ICT in the future and has developed a detailed action plan for future improvement.

## Information and communication technology across the curriculum

74. Discussions with pupils and observations of displays around the school indicate that considerable use is made of the digital camera to highlight aspects of school life, and regular use is made of the Internet for research. Computers situated in classrooms, as opposed to those located in the suite, are not used often enough during ordinary lessons. In literacy and numeracy, a successful start has been made to systematically use computers to support learning. In other subjects however, whilst there are examples of very effective use of ICT, its use is not systematic or planned on a day-to-day basis into the curriculum. This is not impeding the development of skills as the pupils now use the computer suite regularly but it does mean that the pupils still do not use the computer as a tool like a pen.

## HUMANITIES

75. Not enough evidence was collected in **history** and **geography** to enable overall judgements to be made about the quality of provision or standards. There is every indication from talking with pupils, and seeing some samples of work, that standards in both subjects are broadly average. By Year 2 pupils have gained a suitable knowledge of the local and national maps, understand different symbols and basic grid references. They learn about historical stories, such as The Fire of London, and the knowledge about World War II is enhanced well by listening to senior visitors recounting their experiences of these times. Pupils study maps of the world and identify the locations of different places and features. They learn about places such as India and details about the lives of people who live there. They gain an understanding of Ancient Egypt and also how the Tudors lived and invasions and settlers including learning about famous people in history.

76. At present there is no history and geography co-ordinator, however, the school intends to rectify this in the next term. The resource manager at present leads and manages these areas well. Geography and history are taught in a four year rolling programme in alternate blocks of time.

### **Religious education**

Provision in the subject is **good**.

### **Main strengths and weaknesses**

- The scheme of work is well used to provide an interesting range of activities and reflective opportunities.
- Good use is made of first hand local resources.
- Good standards of work attained in Key Stage 2.
- Effective speaking and listening opportunities provided.
- Work in Key Stage 1, which is integrated into topics, lacks clarity.
- There are no formal assessment procedures and no systematic monitoring of teaching and learning.

### **Commentary**

77. Since the previous inspection standards of attainment in Key Stage 2 have improved and are now good. In Key Stage 1 they remain in line with expectations of the locally agreed syllabus. It was only possible to observe two lessons, one in each key stage. There was a good range of written evidence available in Key Stage 2 books to indicate that pupils in Key Stage 2 achieve well. In Key Stage 1 a lot of work centres around discussion, so there was limited written work to examine, particularly in Year 1 and reception, when religious education work was mainly linked into topics and lacked clear subject coverage. However, analysis of the available work and discussion with pupils indicates achievement is sound in Key Stage 1.
78. In lessons seen, teaching was satisfactory and pupils are gaining an understanding of Christianity and Judaism. In Year 4/5 pupils follow up recent visits by the local Church of England and Methodist Ministers who talked about religious traditions within their own Church. Pupils show they understand the similarities and differences between the two churches as they take on the role of the visitors and answer very precise questions about services, communion and music. In Year 2, pupils are able to understand that the Torah is a special book for Jewish people and the majority remember that the Bible is a special book for Christians. They notice that the teacher handles the Torah carefully without touching the words, and some pupils recognise that the words are written on a scroll and recall they learned about scrolls in Year 1.
79. The school utilises the North Yorkshire Locally Agreed Syllabus effectively to ensure pupils have opportunity to study an appropriate selection of religions and have a good range of experiences. Some effective links are made to other subjects particularly English. Speaking and listening and creativity skills are encouraged. The school has recently purchased additional software to improve links with ICT. Good links with local schools means that pupils get regular opportunities to handle religious artefacts. Local resources such as visitors, local ministers, field trips to the church and nearby abbeys are used well to extend pupils' experiences. The school finds religious education valuable and the subject is given a high profile. However there are no formal assessment procedures in place and no regular systematic monitoring of the subject occurs.

### **Creative, Aesthetic, Practical and Physical Subjects**

80. Only two lessons were observed in art and design and none in design and technology. As a result no secure judgement can be made on provision in these subjects. Three lessons were observed in physical education. In all subjects an examination of planning, pupils' work and

discussions showed that pupils experience a full range of activities, and skills are taught systematically.

## Music

81. Since the previous inspection good standards in music have been maintained and the introduction of a whole school music scheme and a choir has improved provision. Pupils were only observed in Key Stage 2 lessons, although pupils of all ages were heard singing satisfactorily in assemblies.
82. The quality of teaching in the subject is at least satisfactory with some good teaching delivered by teachers with particular musical skills. In the good lessons seen, pupils are given specific coaching techniques to improve their recorder playing and performance skills in singing. They are taught how to accompany the songs using percussive instruments and how to read simple musical notation. In the recorder club, pupils make good progress, including a pupil with special educational needs who is fully included and achieves well. Year 5 and Year 6 pupils are eager to take part in singing and rise to the challenge of learning four part standard rounds such as "Frere Jacques". Pupils are confident to evaluate their own performance and laugh when a pupil says "That was good!". In Year 3 and Year 4 pupils concentrate very well and quickly learn the words to "Land of the silver birch". Encouraged by the teacher's lively piano playing they stand to sing the song and perform well.
83. Lessons are enhanced by a choir, recorder groups, and additional musical tuition in woodwind and strings. There is a good range of resources. School productions and visiting specialists who perform to the school also contribute to pupils' overall musical experience.
84. Teachers' planning, observation of pupils' work and discussion with pupils indicate that the work planned in art and design is varied and interesting. From the evidence of displays and photographs, standards of attainment in art and design are in line with national expectation for seven and 11 year olds. Much of the art on show had a winter theme and involved pupils making collages and using a variety of materials to create snow themes. Good links with literacy and history were made when paintings accompanied winter poems and pupils created a collage of the fire of London. In the lessons seen, pupils showed good use of colour when painting landscapes, and behaved very responsibly when making accurate sketches of the local church from life. Good use is made of ICT to support learning in art and record pupils' achievements.
85. Pupils are gaining suitable experiences in design and technology, such as designing and making masks and developing sewing skills when making tapestry calendars. Good cross-curricular links are made when pupils create Egyptian style artefacts in a history-linked topic. All pupils engage in food technology and a Year 4/5 and 6 project on designing and making a chair was evidence of good construction and decorating skills. The range of chairs created was evidence of ingenuity and humour; the results splendidly displayed.

## Physical education

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- Emphasis on swimming.
- Pupils cooperate well.
- Good use of ICT.

### Commentary

86. In physical education, standards are similar to those expected in Years 2 and 6 and achievement is sound. In Year 3 /4 pupils show expected bat and ball skills. They watch each

other practising, but there are missed opportunities for them to identify and talk about what is good and how they might improve. In Year 4 /5 pupils co-operate well to create sequences involving movements and balances. In this session as well, pupils observe each other but do not analyse how the quality of performances might be improved. Consequently, the pace of learning is slowed. In a very good Year 6 dance lesson, splendid use is made of ICT when pupils view their dances and suggest how they might be improved. In the following practical element of the lesson pupils used this evaluation well to create good quality dance sequences based upon a weather theme. The school places a considerable emphasis on swimming and older pupils do well in local competitions.

87. Pupils enjoy practical work and put much effort into it. Those with special educational needs take a full and active part and achieve well as a result of the good support and help they receive. The annual residential visit allows pupils to take part in a number of outdoor and adventurous activities.

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

Provision for personal, social and health education (PSHE) is **good**.

### **Main strengths and weaknesses**

- PSHE forms an integral part of the caring ethos of the school.
- The curriculum provides good opportunities for pupils to explore sensitive issues and to share their feelings and concerns with each other and adults.
- The very good provision for social and moral education supports this area well.

### **Commentary**

88. The school's arrangements for PSHE and citizenship are very good. Personal development is promoted on a day-to-day basis through the good care and attention that staff pay to all pupils. No lessons were observed, so no overall judgement can be made on the quality of teaching. However, examination of teachers' planning and discussions with staff and pupils indicate that pupils have good access to information about healthy lifestyles, well supported by the school's involvement in the Healthy Schools award.
89. PSHE is a valuable extension to the school's curriculum and enhances pupils' awareness of the school's high expectations for their behaviour and attitudes. It is ingrained in much of the work that the school does with a strong emphasis laid on encouraging pupils to develop strategies to overcome problems and achieve success. The provision effectively focuses pupils' attention on the need to reflect and to set themselves personal targets in relation to others by developing the qualities of resilience, concentration, determination and organisation.
90. The school is good at linking PSHE with pupils' social and moral development so that these areas of provision complement each other with, for example, social issues explored well through assembly themes such as conservation.

## 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	2
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>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<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	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the Headteacher	3
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).*