

# INSPECTION REPORT

## **FOLLIFOOT CHURCH OF ENGLAND PRIMARY SCHOOL**

Harrogate

LEA area: North Yorkshire

Unique reference number: 121560

Headteacher: Mr M Streeton

Lead inspector: Mr R A Robinson

Dates of inspection: 20<sup>th</sup> to 22<sup>nd</sup> June 2005

Inspection number: 266835

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary  
School category: Voluntary controlled  
Age range of pupils: 4 - 11  
Gender of pupils: Mixed  
Number on roll: 57

School address: Main Street  
Follifoot  
Harrogate  
North Yorkshire  
Postcode: HG3 1DU

Telephone number: 01423 872580  
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Appropriate authority: Governing body  
Name of chair of governors: Mr Ben Milligan

Date of previous inspection: January 1999

## **CHARACTERISTICS OF THE SCHOOL**

This is a much smaller than average sized primary school. All pupils are of white ethnic backgrounds. No pupils are learning English as an additional language. Very few pupils are known to be eligible for free school meals. The school serves a socially and economically advantaged area. Children's attainment on entry varies from year to year, though is overall above average. Eleven pupils are on the list of special educational needs, which is about average. No pupils have a statement of special educational needs. No pupils are on the early years or school action plus list for special educational needs. The number of pupils joining or leaving the school other than at the usual times is about average. The school received School Achievement Awards in 2001 and 2003. It is involved in the Leadership Development Strategy in Primary Schools. Significant staffing disruption has occurred in reception and Years 1 and 2 this academic year, and at the start of the inspection a temporary teacher had just begun teaching these classes.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21024	Robert Robinson	Lead inspector	The Foundation Stage Mathematics Information and communication technology Religious education Geography History
13706	Gillian Marsland	Lay inspector	
28320	Bob Willey	Team inspector	English English as an additional language Science Art and design Design and technology Music Physical education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Follifoot Church of England Primary School provides an effective education** for its pupils. A climate suitable for learning is very well established. Standards in Year 6 are very high. Pupils' achievement is good overall, although it could be better in reception and the Year 1 and 2 classes. The quality of teaching is good overall, with particular strengths in Years 3 to 6. The leadership and management of the school are satisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are as follows:

- Standards in the current Year 6 are very high in English, mathematics and in science.
- Pupils' personal development is very good, resulting in very well behaved pupils who are eager to learn.
- The quality of teaching and learning in Years 3 to 6 is good, but the teaching in reception and Years 1 and 2 is a mixture of strengths and weaknesses.
- The headteacher has a clear vision for the school and a strong commitment to inclusion.
- The management systems are not rigorous enough to ensure pupils' good progress.
- The application of mathematical skills and of information and communication technology in other subjects is insufficient.

Improvement since the last inspection in January 1999 is satisfactory overall. High standards by the end of Year 6 have been maintained. The issues identified at the last inspection have largely been addressed satisfactorily; however, some of the areas for development have only begun to be dealt with this academic year. The curriculum for children in the reception class has been improved. Strategic planning is now sound. The provision for information and communication technology has been developed well; however, the systematic monitoring of teaching and learning is still unsatisfactory.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A*	A	A
mathematics	A*	A*	B	A
science	A*	A*	E	E*

Key: A\* - very high; A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - very low

Similar schools are those whose pupils attained similarly at the end of Year 2.

**Achievement is good**, overall, including that of pupils with special educational needs; however, achievement in reception and in Years 1 and 2 could be better if the quality of teaching was improved. Children's achievement in reception is satisfactory and standards are above average in relation to the expected goals in personal, social and emotional development, in communication, language and literacy and in mathematical development. Pupils' achievement is satisfactory in Years 1 and 2 and good in Years 3 to 6. In the 2004 national tests at the end of Year 2, standards were above the national average in reading and average in writing and mathematics. Standards of the current group of pupils in Year 2 are above average overall in English, and above average in mathematics and in science. In Year 6, standards are very high in English and mathematics and in science. *Caution must be taken when comparing year-on-year results because of differences in the composition of year groups in a very small school.* The very small number of pupils taking the tests means that the results can vary greatly with individual performances; for example, the very different science results in the 2004 tests at the end of Year 6 (E\* - lowest five percent nationally) were due to circumstances concerning pupils rather than the school.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is very good.** Their attitudes and behaviour are very good. Attendance and punctuality are very good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good overall** and leads to pupils' good progress over time. **The quality of teaching and pupils' learning is good, overall.** Teaching is good and sometimes very good in Years 3 to 6 and satisfactory in reception and Years 1 and 2. Teaching and learning in English, mathematics and science are good, on balance. No judgements were made on the quality of teaching in other subjects. Literacy skills are developed well in other subjects. Numeracy skills and information and communication technology are not used well enough in other areas of the curriculum. The assessment and recording of pupils' progress are satisfactory, overall; however, the marking of pupils' work in reception and Years 1 and 2 is unsatisfactory. The curriculum throughout the school is based soundly on national guidance and is enriched well by out-of-school activities and visits. Arrangements for ensuring pupils' care, welfare, health and safety are good. The school provides pupils with good support, advice and guidance and involves them well in its work and development. The partnership with parents is good and there are good links with the community.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management are satisfactory.** The headteacher provides sound leadership and is assisted appropriately by other senior staff and by a supportive governing body. Management systems are satisfactory overall; however, the roles and responsibilities of subject co-ordinators, including the headteacher, in monitoring and effecting improvements in standards, particularly in reception and Years 1 and 2, are unsatisfactory. The school complies with statutory requirements.

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

Parents are well satisfied with the education the school provides for their children. Pupils are positive about the school. Neither parents nor pupils have any significant concerns.

## **IMPROVEMENTS NEEDED**

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

- Improve the quality of teaching and learning where it is weaker.
- Improve the procedures for the monitoring of the curriculum and pupils' learning and develop the role of the subject co-ordinators, including in subjects managed by the headteacher, to include monitoring.
- Plan opportunities to use and apply mathematical skills and information and communication technology in other subjects.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

The achievement of pupils is good. Standards are very high in Year 6 and are above average in Year 2.

#### Main strengths and weaknesses

- Pupils' achievement in Years 3 to 6 is good; achievement in reception and Year 1 and 2 is satisfactory but could be better.
- Overall, since the last inspection, standards at the end of Year 6 have been well above average; however, in recent years there has been a downward trend by the end of Year 2.
- Pupils, including those with learning difficulties, make good progress over time.
- Targets set for pupils to achieve by the end of Year 6 have been exceeded.

#### Commentary

1. The attainment on entry of the small number of children who join reception varies from year to year but is, generally, above average. Standards of the small number of children in reception this year are likely to be above average by the end of the reception year.
2. The small number of pupils who have taken the national tests make year-to-year comparisons statistically unreliable; however, the performance of pupils at the end of Year 2 over the three-year period 2002 to 2004 was well above the national median in reading, was above it in writing and was close to it in mathematics. Standards seen this year are above average in speaking and listening, writing and mathematics but are below average in reading. Over time, too few pupils have reached the higher levels in reading, writing and mathematics whereas most pupils achieve the level expected for their age. Teachers' lesson plans indicate that the more capable pupils are not being planned for sufficiently and this is the reason why too few pupils achieve the higher levels. This year, more pupils are likely to reach the higher level, particularly in mathematics, because of the school's focus on improving teaching and learning in Years 1 and 2. Pupils' achievement is satisfactory relative to their above average level of attainment on entry to the school; however, the pupils' very good attitudes to learning and the support available at home indicate that the pupils are capable of doing better. In the national tests in 1999, shortly after the last inspection, standards were very high in reading, writing and mathematics; since then test results have fluctuated but over the past three years the overall average for English, mathematics and science has been just above the national average.

#### **Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	* (30.5)	26.9 (26.8)
mathematics	* (30.5)	27.0 (26.8)
science	* (30.5)	28.6 (28.6)

*There were 5 pupils in the year group. Figures in brackets are for the previous year*

*\*The school results for 2004 have not been included as fewer than eleven pupils took the tests. Year 2 results have not been shown as a separate table for the same reason.*

3. In the national tests since the last inspection, with the exception of 2004, standards by the end of Year 6 have been well above the national average or very high (highest five per cent nationally) in English, mathematics and science. Standards in 2004 were lower because of the composition of the very small group of pupils in Year 6 who took the tests; however, their



progress compared to their prior attainment at the end of Year 2 in 2000 was well above average compared to all schools nationally and similar schools. Standards of the present group of pupils in Year 6 are very high in English and mathematics and in science. In the 2005 Year 6 national tests, all pupils achieved at least the level expected for their age in English, mathematics and science and significant numbers reached a higher level.

4. Pupils' achievement is good over their time in school, relative to their starting points. Pupils achieve satisfactorily in reception and Years 1 and 2 and achieve well in Years 3 to 6. The different rates of progress can be attributed to the differences in the quality of teaching. In Years 3 to 6, the quality of teaching observed was never less than good and sometimes was very good, whereas the teaching observed in reception and Years 1 and 2 was mainly satisfactory. Pupils with learning difficulties make good progress because of the good assistance they receive from members of staff and the inclusive ethos of the school. Higher attainers are challenged well by the teaching in Years 3 to 6. No differences were seen between the achievements of boys and girls. The school's demanding targets set for the proportion of pupils to reach the level expected for their age and above at the end of Year 6 have been exceeded in English and met in mathematics because of the good quality of teaching in Year 6 and pupils' very good attitudes to learning and behaviour.

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

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

### **Main strengths and weaknesses**

- Attendance is well above the national average for primary schools and pupils arrive on time.
- Pupils have positive attitudes to school which enhance their learning.
- Behaviour is very good and the pupils get on well with each other.
- Pupils' personal development is promoted very well.

### **Commentary**

5. The pupils enjoy coming to school and are rarely late. Regular analysis of attendance information is carried out and certificates are awarded for improved attendance. Parents provide very good support by promptly informing the school of any absences due to illness or medical appointments.
6. The pupils share positive relationships with the staff and respond well. They are attentive and enthusiastic during lessons and are eager to participate, particularly in classroom discussions; a good example of this was observed in a Year 6 mathematics lesson where the pupils were learning about 'time'. After-school activities, such as chess, cricket and football, are well attended.
7. Pupils behave very well. There have been no exclusions from the school in the last year. Members of staff have high expectations for good behaviour and the pupils respond accordingly. The behaviour policy is adhered to and revised annually. Pupils confirm that bullying or harassment is rare and when incidents do occur they are dealt with swiftly. Pupils are comfortable approaching staff with any concerns. An appropriate scheme of rewards and sanctions is in place to promote good manners, honesty and trustworthiness, including badges, certificates and the 'Good Neighbour Award'.
8. The school's provision for promoting the pupils' personal development enhances their learning. Opportunities to discuss concerns and feelings in class provide good opportunities for pupils to think about their own feelings and to share their thoughts about the world around them. Pupils learn about major world faiths in religious education lessons and on visits to a multi-faith centre, helping them to develop an understanding of, and respect for, the feelings of others.

Good examples of spiritual development were observed in a Year 5/6 science lesson, where pupils were entranced with the Venus Flytrap plant, and again with the use of the 'prayer tree' in reception. The personal, social and emotional development of children in the reception class is fostered well and these children are keen to learn and are very well behaved.

9. Social and moral development is promoted very well. The pupils understand the difference between right and wrong, develop a good sense of personal responsibility and learn about moral issues and choices. They work together co-operatively in lessons and the older pupils provide valuable support for the youngest. Many take on monitors' duties, providing good role models for their fellow pupils.
10. Pupils' cultural development is good. Educational visits in the local area encourage the pupils to think about community issues. Through assemblies, educational visits, religious education and supporting charities, pupils learn about life in the wider world and about cultural traditions in Britain and elsewhere. Links with a school in France, French lessons for Year 5/6 and the annual placement for a teacher from Switzerland provide further opportunities for pupils to widen their cultural experiences.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	3.7	School data	0.0
National data	5.1	National data	0.4

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is good. The quality of teaching and learning is good, overall. The curriculum is satisfactory and is enriched well. Standards of care, welfare and health and safety are good. Pupils' views are sought and acted upon well. The partnerships with parents and the community are good and links with other schools are established satisfactorily.

**Teaching and learning**

The quality of teaching and learning is good, on balance. It is satisfactory in reception and Years 1 and 2, and good in Years 3 to 6. The assessment of pupils' work is satisfactory.

**Main strengths and weaknesses**

- The quality of teaching and learning is good, overall, with particular strengths in Years 3 to 6.
- The teaching meets the needs of all pupils well in Years 3 to 6; however, teaching in reception and Years 1 and 2 is not as good as that in the rest of the school.
- Literacy skills are developed well in other subjects; however, practice of skills in mathematics and information and communication technology is not planned for sufficiently in other subjects.
- The recently introduced systems to check pupils' progress are an improvement; however, these have not yet been fully embedded in all year groups to assist teaching and learning.

**Commentary**

11. As can be seen from the following table, the quality of teaching was good and included a proportion of very good and satisfactory teaching. The quality of teaching and learning seen in reception and Years 1 and 2 was satisfactory though some lessons were good and one lesson was very good. The teaching seen in Years 3 to 6 was good overall and all lessons observed in Years 3 to 6 were good or better.

### Summary of teaching observed during the inspection in 15 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	8	3	0	0	0

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

12. Overall, teachers have good subject knowledge. The planning of lessons is good and is matched well to pupils' needs in Years 3 to 6, but work for higher attaining pupils in reception and Years 1 and 2 is sometimes not pushing pupils' learning on at a fast enough pace. In Years 3 to 6, challenging activities extend the learning of gifted and talented pupils. Pupils at all levels of attainment work hard and their very good attitudes to work assist their learning. All teachers have high expectations of pupils' work and behaviour and pupils respond very well. Relationships between pupils and between staff and pupils are a strength of the school.
13. Pupils with learning difficulties have clear and manageable targets in their individual education plans. Specialist teachers and teaching assistants are used well to assist these pupils to reach their targets. Teaching assistants meet regularly with teachers to discuss and plan the learning of these pupils. When the teaching assistants lead the teaching and learning in reception, their strengths are used very well.
14. Literacy skills are developed well in other subjects; for example, reports of investigations in science are presented well and the content of the writing is of a high standard. Some opportunities are planned to apply mathematical skills in other subjects; however, this is an area which could be developed further. In information and communication technology, work linked to other areas of the curriculum is addressed in isolation in information and communication technology lessons, and opportunities are rarely planned to use skills in day-to-day work in lessons in other subjects.
15. The procedures for assessment and use of assessment information are satisfactory, overall. Recently, the school has developed a good system to check pupils' progress over time as well as to use information gained from periodic check-ups of pupils' attainment to assist teachers to plan lessons which take account of pupils' previous learning. The procedures have been implemented in Years 3 to 6 and lessons are planned taking into account pupils' prior attainment; however, in Years 1 and 2, the information gained from assessment is not reflected sufficiently in teachers' lesson plans and, in addition, the marking of pupils' work in reception and Years 1 and 2 does not provide sufficient help to gauge pupils' attainments and to assist in the planning of future learning for individual pupils.

### The curriculum

The school provides a sound and balanced curriculum for its pupils, enriched and enhanced well by a range of out-of-school activities, visits and visitors to the school. Accommodation and resources are satisfactory.

### Main strengths and weaknesses

- Teachers make good efforts to link work in different subjects, and literacy skills are used well to support learning.
- A range of clubs for all ages, frequent visits by all classes and the stimulation provided by visitors to the school enhance pupils' learning well.
- Curriculum monitoring is insufficient to ensure continuity across the whole school.
- Provision for pupils with special educational needs, and for those who are gifted and talented, is good.
- Unsatisfactory accommodation for the school's library means it affords little opportunity for pupils' independent learning.

## **Commentary**

16. The range of learning opportunities is now satisfactory across the school as the inadequacies in the curriculum for younger pupils identified at the last inspection have been resolved. The school has adopted the latest national guidance for subjects, although the response to national initiatives, such as 'Excellence and Enjoyment' and 'Every Child Matters', is not as effective as it has been in many schools.
17. Teachers make good efforts to link subjects across the curriculum. In Years 5 and 6, work in design and technology is linked to history topics, and pupils construct and evaluate models of siege towers when studying the Romans. A literacy lesson, with Year 3 and 4 pupils, used the computer suite so pupils could link their work on persuasive writing to constructing an advertisement for a web page. The high standards in literacy are applied to good effect across the curriculum. Empathetic writing is evident in work in history and religious education, diaries are kept when pupils are on residential visits and reports are written to record investigational work in science. Mathematical and computer skills are much less well applied to support learning in other subjects and this is a weakness.
18. The headteacher responded to criticisms made by the previous inspection that there were no extra-curricular activities by initiating a number of sporting clubs that he runs himself. These are supported well by pupils. French for older pupils and the extensive use of residential visits enrich the curriculum well, the latter particularly, as all pupils from Years 3 to 6 are given the opportunity to take part each year. These are well planned and visit different locations each year, avoiding any duplication of experience for pupils. Subject-related day visits for all classes and a range of visitors to the school also contribute well to curriculum enrichment.
19. The curriculum is not monitored effectively across the school by the headteacher or by subject co-ordinators, for whom few opportunities are created to observe teaching, evaluate planning or see pupils' work in subjects outside their own classroom. As a result, there is no effective overview of standards or subject coverage across the school as a whole and this is a weakness.
20. The school's positive commitment to inclusion ensures pupils' various needs are well met by all members of staff. Well-planned work for targeted groups affords pupils with special educational needs good support. In addition to the help they receive from teachers, they are supported well in literacy and numeracy lessons by classroom assistants and parent helpers. Challenging opportunities for pupils who are gifted and talented are provided in Years 3 to 6 and, by following advice from local high schools, the learning of the oldest of these pupils is suitably extended.
21. Although the accommodation is satisfactory overall in that it provides a good number of teaching spaces and good outdoor facilities, there is no space for dining beyond the classrooms and the library is accommodated within the classroom used for pupils in Years 3 and 4. The books are located in cramped conditions and are inaccessible during lessons to older and younger pupils wanting to carry out research or to develop and apply the skills needed for independent learning. Although resources for most subjects are generally good, a number of books in the library are old and out of date. A large number are in poor condition because of the poor storage conditions and the heavy use they receive. The present location and book stock are not providing an adequate resource to support pupils' learning effectively.

## **Care, guidance and support**

The arrangements to ensure pupils' care, welfare, health and safety are good. Pupils receive satisfactory support, advice and guidance. Involvement of pupils by seeking, valuing and acting on their views is good.

## **Main strengths and weaknesses**

- Staff know their pupils well and support their well-being effectively.
- Good procedures are in place for induction into the reception class.
- Pupils' opinions are valued and listened to.

## **Commentary**

22. The school provides a safe and caring environment and pupils are well supervised at breaks and lunchtimes. Staff know their pupils and their families well and have a high level of concern for their well-being. Routines are firmly established and potential hazards swiftly identified and resolved. Arrangements for child protection meet the local requirements and further training is planned for the headteacher, teaching staff and lunchtime supervisors.
23. Good induction procedures in the reception class enable the children to settle swiftly into school. Visits to pre-school providers are undertaken so that staff can meet the children and assess their individual needs. An 'open evening' and visits to the reception class are arranged and a 'welcome pack' of information advises parents on how they can help their child to learn. Entry into the reception class is initially part-time to ease the children gently into full-time education.
24. Although there is no school council, the pupils are comfortable voicing their opinions and suggestions to the staff. They know their opinions are valued and, where possible, acted upon. At present, the pupils are given the proceeds from 'bun sales' to spend as they wish on resources, such as netball bibs and pogo sticks.

## **Partnership with parents and the community**

The school has good links with parents. Links with the community are good. Links with other schools and colleges are satisfactory.

## **Main strengths and weaknesses**

- There are good home/school links in place to support the pupils' learning.
- Strong links with the community enrich the curriculum and support the pupils' personal development.
- The pupils' progress reports to parents do not include details of how parents can help their children improve.

## **Commentary**

25. Parents are welcome in school and are kept well informed of events and achievements in regular newsletters and on the school website. Although there is very little written curriculum information, workshops have been held to explain teaching in information and communication technology, the Foundation Stage, numeracy and science. In the pupils' progress reports information on the pupils' knowledge, skills and understanding of subjects is brief and targets, which could be set to inform pupils and parents how work can be improved, are not given.
26. The school listens to parents, and the headteacher and staff are accessible. Parents hold the school in high regard and parents and grandparents readily act as volunteer helpers in classrooms and on educational visits. The Home/School Association has raised considerable funds to benefit the pupils. Fairs and raffles have been held to provide additional resources, such as computers and equipment for physical education and science. Donations are also made towards educational visits and the annual residential visit.
27. The school has good links with the community and makes good use of local resources. This contributes to the pupils' understanding of the wider context of their learning; for example, the

school takes part in carol singing in the community at Christmas and invites everyone to school concerts and the annual sports day. Local people provide support by saving tokens from breakfast cereals to help the school purchase additional learning resources. Educational visits, visitors, such as the local clergy, and contributions to the local parish magazine support the pupils' academic and personal development.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory. The headteacher has a clear vision for the future of the school and is very committed to pupil inclusion; however, the leadership and management of the curriculum are unsatisfactory. Governance is satisfactory.

### **Main strengths and weaknesses**

- The headteacher is dedicated to maintaining pupils' high standards of attainment, has a clear vision for the school and is very committed to inclusion and equality of opportunity for all pupils.
- Monitoring of the curriculum by the headteacher and subject co-ordinators is unsatisfactory and does not ensure coverage and progression in subjects across the school.
- The governors, whilst supportive of the headteacher and the school, have inadequate formal procedures in place to ensure that they monitor both the school's performance and its projected improvements effectively.
- Finances are managed well and resources are deployed for the benefit of all pupils.

### **Commentary**

28. The headteacher provides satisfactory leadership. His constant and reassuring presence around the school helps to create a very good ethos. He is caring and approachable, such characteristics being highly valued by parents and pupils alike. The school has a clear commitment to inclusion and equality of opportunity for all pupils. Practice across the school reflects this well as all adults place the interests of pupils first; however, approaches to monitoring and influencing development of the curriculum are inadequate and, as a result, there is no effective overview of the curriculum or the standards pupils attain. There is no structured approach to overseeing subjects across the school that would ensure that full and effective coverage is in place. Strategic planning is satisfactory. The school's improvement plan is a lengthy and comprehensive document that endeavours to address many issues and includes subject action plans; however, it places some unrealistic expectations, given the time available, on a small staff and needs to be put within a more attainable framework. The headteacher is also co-ordinator for special educational needs. Although he ensures pupils are well supported in classes, he does not always ensure that relevant documentation is up-to-date.
29. The headteacher manages the school satisfactorily. He has limited time outside his teaching commitment and this affects the thoroughness of the way in which he addresses some management aspects across the school; there has been, for example, late address of some of the issues raised as a result of the last inspection. Assessment concerns have only been adequately acted upon this year and, although good procedures have been introduced, they have not been in place long enough to have yet had a significant impact. Recent concerns about the standard of some teaching were highlighted through a monitoring visit from the local education authority rather than being raised by the school's own monitoring procedures.
30. Governance of the school is satisfactory. Governors take a keen interest in the school and are supportive of it. They have a good understanding of its strengths and weaknesses; however, they have insufficient formal procedures in place to monitor the work of the school effectively or to challenge the information they are given. Governors have not ensured that effective monitoring procedures are in place in the school, nor have they ensured that all issues from the previous inspection have been resolved.

31. Financial management is good. The headteacher and governors have a high regard for the contribution of a school bursar, who visits fortnightly, up-dates the accounts regularly and generates reports to governors for each governors' meeting. Spending is controlled well and used effectively to staff the school and employ specialist teachers in music, art and special educational needs to enhance curricular provision. The governors have a sound understanding of best value principles, which they use effectively to benefit pupils.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	228,292
Total expenditure	237,994
Expenditure per pupil	4,103

Balances (£)	
Balance from previous year	19,709
Balance carried forward to the next	10,007

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision in the Foundation Stage is **satisfactory**.

#### Main strengths and weakness

- Teaching assistants provide very good help for the children.
- The quality of teaching varies from satisfactory to very good, but overall it is not as good as teaching for older pupils in the school.
- The recent changes to the curriculum and teaching are benefiting children's learning.
- The monitoring of the quality of teaching and pupils' learning in the Foundation Stage is unsatisfactory.

#### Commentary

32. It was not possible to report in full on any of the areas of learning individually with only seven children were in the reception class. The quality of teaching is satisfactory, overall. Attainment on entry varies from year to year, though on balance it is above average. Overall, standards are above average. Children's achievement is satisfactory.
33. The leadership of the Foundation Stage is unsatisfactory. Systems to monitor children's progress have been introduced only very recently and records are not completed sufficiently well to assist teachers in planning children's future learning. The reports for parents sent at the end of the academic year provide limited detail of what pupils can do and how parents can help their children improve.
34. The recent changes of teaching are benefiting children's learning; however, because of weaknesses in the organisation of records and lack of detail in previous lessons plans, these changes were made significantly more difficult than they should have been. Improvement since the last inspection is satisfactory, overall; however, the areas for development identified in the last inspection in 1999 have only been dealt with during this academic year.
35. In **personal, social and emotional development**, in the lessons seen, the quality of teaching was good. Children entered school happily with their parents. Children responded well and took part in new activities confidently. They listened carefully to the teacher and teaching assistant as well as to other children. They demonstrated very good relationships with members of staff and other children. They maintained concentration well; however, occasionally, in some lessons, the children were expected to remain on the carpet with older pupils too long before starting their activities. When teaching and learning were very good, the children were given responsibility to collect their own resources; for example, the children enjoyed building a 'bear' den in the grounds of the school. Their behaviour and attitudes to work were very good in all lessons.
36. In **communication, language and literacy**, the recently introduced system to check children's progress in writing is good as it clearly identifies strengths of individual children as well as areas for development; however, records of children's progress in reading are less secure. The quality of teaching seen ranged from satisfactory to very good. Where teaching was satisfactory, the teaching was not geared sufficiently to some children's previous learning as records of previous work were limited. In the best teaching, the teaching assistant set up a role-play situation with the children in the outdoor area, following the expressive reading of 'We're going on a Bear Hunt'. The story caught the children's imagination and resulted in a fast pace of learning. Much discussion took place with great enjoyment. Children's reading is generally above average. The recent focus on developing children's understanding of letter sounds linked to an action is assisting learning. Higher attaining children are very interested



and often creative in the interpretation of the pictures in their books. They know most initial sounds and can sound them out; for example, 'ch' was used to help work out an unfamiliar word. Lower attaining pupils know the names of the characters in their reading book as well as a few words.

37. In **mathematical development**, the quality of teaching seen was satisfactory. The organisation of the teaching led to children spending too long sitting on the carpet with the Year 1 and 2 pupils when they would have been better being taught separately by the teaching assistant with the teacher monitoring the teaching. On occasions when this did happen, the children gained a better understanding of mathematical language, such as, 'more', 'less', 'bigger' and 'smaller'. An investigation to check the height of 'teddy bears' using plastic blocks engaged children's interest and enthusiasm for learning. In an exciting activity, lower attaining children mixed a range of paints on a large mirror and then practised their number formation enthusiastically in the paint. Examination of previous work showed limited recorded work and the work available was not dated or marked well enough to help the management to judge children's progress. The work for the higher attainers lacked challenge.
38. In **knowledge and understanding of the world**, the planning of work links well to other areas of learning, as well as to subjects of the National Curriculum studied by the older pupils. For example, children in reception joined the Year 1 and 2 pupils to develop mapping skills; however, the time spent listening to the teacher's explanations was too long and a few of the children became understandably restless. At the time when they worked together with the teaching assistant, the learning speeded up and the children gained very good basic understanding of maps when they produced a large-scale map on the school lawn in response to a story. The ensuing role-play and dramatic interpretation of the story enhanced children's enjoyment as well as assisting them to make very good progress in understanding maps.
39. In **physical development**, it was not possible to see any lessons; however, the outdoor area is well equipped with a good range of large climbing equipment which children used during playtimes. Opportunities are provided for children to use and develop skill in the safe use of tools; for example, children used scissors well to cut out materials for models and collages linked to the story 'Goldilocks and the Three Bears'. Children are encouraged to eat different fruits at break times and to appreciate the need for a healthy diet.
40. In **creative development**, children enjoyed, alongside the Year 1 and 2 pupils, using a good variety of percussion instruments to accompany the story 'The Sun and the Wind'. The teaching provided effective support for developing co-operation, listening and following of rules. Children confidentially take on roles; for example, two boys pretended to make porridge for the story's 'Three Bears'. Activities are planned for children to develop skills in using a wide range of materials and media to produce pictures and models.

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

### **ENGLISH**

Provision in English is **good**.

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

- Good teaching results in pupils attaining very high standards at the end of Year 6 but fewer pupils than expected are attaining at the higher levels in national tests at the end of Year 2.
- Individual targets are used well to improve the pupils' work and they achieve well, overall, during their time in the school.
- Leadership of the subject is unsatisfactory as the co-ordinator is only aware of what is happening in Years 3 to 6.
- Pupils' literacy skills are developed well through all areas of the curriculum.

#### **Commentary**

41. Improvement since the last inspection is satisfactory. Since then, pupils' results in the national tests at the end of Year 6 have consistently been well above average or very high (highest five per cent nationally). Standards this year in Year 6 are very high. Results at the end of Year 2 over the three-year period of 2002 to 2004 were well above the national median in reading and were above average in writing; however, in 2004, significantly fewer than expected pupils achieved the higher level expected (Level 3) in reading and no pupils reached Level 3 in writing. This year, standards in Year 2 are above average overall, though performance in reading is significantly weaker than that in speaking and listening and writing. Pupils, including those with special educational needs, achieve well over their time in the school.
42. Pupils in Year 6 write well. Their work is accurately spelt and punctuated and even those of lower ability write flowing accounts that use vocabulary well. All these pupils enjoy reading and do so, from choice, daily. They read fluently and expressively and are able to talk knowledgeably about the characters and plots in books they have read. Pupils of higher ability in Year 2 also write well, using interesting vocabulary and good connectives and punctuation. Lower ability pupils, however, are still forming letters poorly and struggling with basic punctuation. The reading skills of pupils in this year group are poorer than those of pupils in the previous three years. A new scheme aimed at raising standards has been introduced since January that pairs pupils in Years 5 and 6 with younger pupils. Pupils use mainly a phonic approach to decode unfamiliar words and none have achieved a confident fluency. Speaking and listening skills are well developed throughout the school and pupils express themselves clearly and articulately.
43. The quality of teaching is good, overall; it is good in Years 3 to 6 and satisfactory in Years 1 and 2. In good lessons, teachers demonstrate good knowledge of the subject, have high expectations of their pupils, for whom they set realistic challenges, and conduct lessons at a brisk pace. They know their pupils well and enjoy good relationships with them. They maintain pupils' interest in lessons and use focused questions that ensure all are fully included. They model the tasks they set very clearly so all pupils know what is expected of them and, as a result, pupils are attentive during lessons, respond well to all that goes on and express ideas articulately and with confidence. Individual targets are set for pupils; they are very aware of them and how they can help them to improve their work. Where teaching was satisfactory in Years 1 and 2, activities were organised well with good use of parent helpers; however, the teaching groups were not sufficiently monitored by the teacher to ensure pupils made better than satisfactory progress in their learning.
44. Leadership of the subject is unsatisfactory as the subject co-ordinator has little influence on delivery of the subject before Year 3. The headteacher has created insufficient opportunities to observe others teaching and has not addressed continuity from reception into Year 1 or from Year 2 into Year 3.

## Language and literacy across the curriculum

45. The majority of lessons create good opportunities for pupils to explain their thinking and acquire a good range of subject vocabulary. Subjects such as science and the humanities also provide situations for pupils to practise a variety of writing styles and, during the annual residential visit, pupils also keep diaries and write historical accounts.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Pupils' achievement is good overall; however, pupils could make better progress in Years 1 and 2 because of their very good attitudes to learning.
- The quality of teaching is good in Years 3 to 6.
- In Years 1 and 2, pupils' work is not matched well enough to their levels of attainment.
- The management of the subject co-ordinator is unsatisfactory.
- The use of mathematics is not developed sufficiently in other subjects.

### Commentary

46. Pupils' performance at the end of Year 6 over the three-year period 2002 to 2004 was well above the national median. Standards this year are very high. Results at the end of Year 2 in the same period were close to the national median. Improvement since the last inspection is satisfactory, overall. Since then, standards at the end of Year 6 have been maintained at well above the national average or very high; however, standards at the end of Year 2 have dipped from very high in 1999 to in line with the national average in 2004 because too few pupils have been reaching the higher level expected of their age. This decline has only been picked up this year by the school. This year, standards are above average and a greater proportion of pupils have achieved the higher levels. The management of the subject is unsatisfactory as the subject co-ordinator has not monitored standards and pupils' learning sufficiently.
47. The quality of teaching and learning is good, overall, resulting in pupils achieving well over time. The teaching in Years 3 to 6 is good, though it is satisfactory in Years 1 and 2. Pupils' attitudes to learning are very good, and this has a significant positive impact on their learning throughout the school. In the best teaching, as seen in Years 5 and 6, the lesson was planned very well and work was geared very effectively to pupils' prior attainment. The pace of learning was brisk and very good use was made of bus timetables to extend pupils' understanding of calculating differences in time. Most pupils could answer written problems related to the 24-hour clock and lower attainers achieved well when helped by the teacher. Higher attaining pupils moved on to answer problems about speed which involved long division.
48. In Years 1 and 2, examination of pupils' work shows that the work is not matched sufficiently to pupils' level of attainment. Too much emphasis is placed on pupils working through commercial workbooks and worksheets, with very limited annotation of work to show pupils how well they are doing and how they can improve. Work is not dated or referenced to a learning objective to help the management to assess pupils' progress.

### Mathematics across the curriculum

49. The use of mathematics in other subjects is limited. Some examples of the application of mathematics were seen in subjects such as science and information and communication technology; however, opportunities are not planned systematically in all subjects.

## SCIENCE

*Science in Years 3 to 6 was inspected in full. It was not possible to see teaching in Years 1 and 2 and not enough work was available to make secure judgements on science for this section of the school.*

50. Pupils' work in Years 1 and 2 showed that life processes, living things and physical properties are taught well. However, less attention is given to materials and little Year 2 work was available in this area.

### Science Years 3 to 6

Provision in science in Years 3 to 6 is **good**.

#### Main strengths and weaknesses

- The overall attainment of pupils in national tests at the end of Year 6 over the last three years has been well above average, indicating good achievement.
- Pupils achieve well because teachers make good use of investigational approaches to the subject.
- The new co-ordinator has plans for improvements to the subject but has not been given opportunities to see others teaching and assess the needs of the subject across the school.
- Assessment procedures are not yet fully in place.

#### Commentary

51. Standards at the end of Year 6 have been well above the national average in every year since the last inspection except 2004, when they were significantly lower than in previous years because of the composition of the very small group of pupils. Standards of the present Year 6 are very high. All pupils, including those with special educational needs, are making good progress. Improvement since the last inspection is satisfactory.
52. The quality of teaching and learning is good. Teachers make good use of investigational approaches to the subject, which involve pupils in their learning and capture their interest; as a result, pupils have very good attitudes towards the subject. Lessons are well planned, are taught at a brisk pace and include challenging tasks and a good focus on vocabulary.
53. The subject co-ordinator was recently appointed and has not had time to assess the subject thoroughly, especially as she has no time to observe teaching and learning. She has introduced general targets to be aimed at in investigational work for the pupils she teaches and these are displayed in the classroom. The school recognises that issues such as introducing a rigorous system for assessing and recording pupils' progress still need to be addressed.

## INFORMATION AND COMMUNICATION TECHNOLOGY

54. No judgements are made on standards, provision for the subject or the quality of teaching, as no teaching could be seen due to the arrangement of the timetable. The hardware was improved after the last inspection and the central position of the computers provides good opportunities to use information and communication technology to support learning in other subjects. Teachers plan lessons in line with the national guidance. Regular lessons are timetabled to develop information and communication technology skills. Examination of the pupils' work indicates a broad curriculum with standards appropriate to pupils' age; for example, older pupils used a spreadsheet program to show the link between perimeter and the length and width of a shape. Pupils interrogated databases to research information on, for example, the planets. Pupils gain experience of preparing a multimedia presentation and using sensors to control events. In Year 2, pupils are able to load, save and print independently. They have a good understanding of the toolbar on the computer. Higher attainers report that

they have not been on the Internet at school although they use the Internet at home. Useful records are kept of pupils' achievements.

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

55. At the present time limited use is made of the subject to improve pupils' pace of learning across the curriculum. Examination of pupils' work in other subjects provides few examples of information and communication technology being used to assist learning.

### **HUMANITIES**

*Geography, history and religious education were sampled. Statutory requirements are met.*

56. In the Year 1/2 lesson seen in **geography**, the teaching developed mapping skills well. Year 2 pupils gained a better understanding of elementary grid referencing. Younger pupils produced a map with the help of an adult and drew features on a map to represent aspects mentioned in the story, 'Goldilocks and the Three Bears'. Pupils were very enthusiastic and discussed capably features on an Ordnance Survey map. The teaching developed subject language such as 'junction' and 'crossroads' well. Few pupils understood the features of a reservoir.
57. Residential visits are used well for older pupils to compare contrasting areas, such as Ambleside and Harrogate, and features such as climate, transport, leisure and natural characteristics.
58. In **history**, the teaching follows national guidance, and examination of available work showed that pupils in Year 1 and 2 studied the history of the local area, including the church, the Fire of London and important people in the past. Older pupils studied the Victorians and gained a much better understanding of the beginning of the railways following a visit to the national railway museum in York. During a recent educational visit, pupils gained an insight into aspects of a Roman fort.
59. It was not possible to see lessons in **religious education** during the inspection; however, the requirements of the locally agreed syllabus for the subject are followed. Pupils in Years 1 and 2 enthused about the visit they made to the local church. They particularly remembered what the vicar had told them about the bell, stained glass window and altar. They enjoyed learning about the Hindu festival of Diwali and, in particular, the making of divas. They know a range of Bible stories from both the 'Old' and 'New' testaments. They enjoyed making a Christingle at Christmas and taking part in the nativity. Examination of older pupils' work shows that the pupils gain a broad experience and deeper knowledge of major world faiths, including Buddhism, Christianity, Hinduism, Judaism and Islam. The subject supports the fostering of pupils' spiritual, moral, social and cultural development effectively. Literacy skills are developed well in the subject; for example, in reflection on the qualities of a faith leader and in an information leaflet about the recently elected Pope.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

*Art and design, design and technology, music and physical education were sampled. Statutory requirements are met.*

60. In **art and design**, the paintings on display around the school are of an above average standard, particularly those reflecting the residential visit to the Lake District by pupils in Years 5 and 6. Additional adult helpers assist pupils' learning well; for example, a helper with artistic expertise works with each class in a monthly cycle and this is seen by the school to be helping to raise standards. Pupils in Year 6 said they enjoyed this extra help, such as when they created landscapes in shoeboxes. Resources are now satisfactory and improving, allowing pupils to experience working with a variety of media. Teachers work hard to reflect other areas of the curriculum in art. For instance, pupils in Years 3 and 4 create pictures in the style of

Kandinsky, some on the computer and others in paint and crayon, that reflect their work on public transport in geography.

61. Pupils in Year 6 commented on how much they enjoy **design and technology** lessons. They like both working with others and making models. They understand the process of designing and construction, and pupils evaluate their designs well. Although no teaching was seen during the inspection, designs and models on display around the school indicate that standards are above average. Both materials and tools are plentiful. Pupils understand the need for the safe use and storage of tools. Teachers often make good links with other subjects, as was shown by the model siege towers made when the pupils studied aspects of the Romans.
62. In **music**, pupils are taught by a specialist teacher; this assists their learning well. Pupils read simple musical notation and have the opportunity to play the recorder from Years 3 to 6. In the one lesson seen, in Years 3 to 6, the teacher's very good subject knowledge and the fast pace of the lesson enabled pupils to achieve well. They enjoy learning and singing new songs. Learning resources are good as the school has a large collection of musical instruments, books and software. Music makes a good contribution to pupils' cultural development and helps to develop their confidence to perform in front of others as they all take part in concerts for parents.
63. The **physical education** curriculum is planned well so that opportunities are available for pupils to engage in two hours of a variety of sporting activities each week. A strength of the provision is that all pupils are able to go swimming each week because parents fund the cost of transport. Resources are good for games. The village hall and field benefit pupils' learning as these areas are used to provide facilities for physical education and games.

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

*This area of the curriculum was sampled. Statutory requirements are met in regard to the school's provision for sex and relationships education and drug education.*

64. The teaching of personal and social education is firmly established and includes a discussion period called 'circle time'. These sessions provide an opportunity for pupils to express their views, without fear or embarrassment, on issues such as bullying and friendship. Aspects relating to pupils' self-esteem and moral and ethical issues, including drugs awareness, are also addressed. Sex education is supported through the teaching of life and living processes within the science curriculum. Even though there is currently no formal school council, the views of pupils are considered well and pupils develop a good sense of citizenship through contact with numerous charities and community organisations and their caring support for younger pupils.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	5
The effectiveness of management	4

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