

INSPECTION REPORT

**HAMBLETON CHURCH OF ENGLAND VOLUNTARY
CONTROLLED PRIMARY SCHOOL**

Hambleton, Selby

LEA area: North Yorkshire

Unique reference number: 121566

Headteacher: Mr J Swain

Lead inspector: Mrs J Morley

Dates of inspection: 21st – 22nd February 2005

Inspection number: 266948

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Primary |
| School category: | Voluntary controlled |
| Age range of pupils: | 4 to 11 years |
| Gender of pupils: | Mixed |
| Number on roll: | 121 |
| School address: | Gateforth Lane Hambleton Selby North Yorkshire |
| Postcode: | YO8 9HP |
| Telephone number: | 01757 228391 |
| Fax number: | 01757 228363 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mrs A Perry |
| Date of previous inspection: | 15 th to 18 th March 1999 |

CHARACTERISTICS OF THE SCHOOL

- The school caters for pupils aged from 4 to 11. Currently there are 121 on roll, all of whom attend full time.
- All pupils are of white, British heritage.
- There are no travellers, refugees, asylum seekers or pupils in public care.
- The proportion of pupils with special educational needs is well below the national average. The proportion with a statement of special educational need is broadly average. Four per cent of pupils have significant difficulties. These relate to dyslexia, moderate learning difficulty or physical disability.
- Pupil mobility is a little above average.
- There has been very little recent change in staffing.
- Social and economic factors are favourable, and the proportion of pupils eligible for free school meals is below the national average.
- The school is not involved in any local and national initiatives and holds no awards.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-------------|-----------------------|--|
| 25470 | J Morley | <i>Lead inspector</i> | English Art and design Design and technology |
| 9333 | K Schofield | <i>Lay inspector</i> | |
| 22881 | G Halliday | <i>Team inspector</i> | Mathematics Personal, social and health education and citizenship |
| 29188 | G Ulyatt | <i>Team inspector</i> | Geography History Physical education The Foundation Stage |
| 20038 | G Watson | <i>Team inspector</i> | Science Information and communication technology Music Religious education Special educational needs |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. It is warm and welcoming. From a broadly average start, pupils achieve well and leave with standards in key subjects that exceed those expected nationally. Teaching is good. The school is well led and managed by the headteacher and governors. Value for money is good.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and information and communication technology (ICT) are above the level expected nationally.
- Pupils achieve well because they are well taught and cared for by teaching and support staff.
- Support for pupils with special educational needs (SEN) is always at least good.
- The school is led well by the headteacher, key staff and governors.
- Changes to the curriculum in Years 3 to 6, whilst both innovative and welcome, are not being introduced systematically, and this is disadvantaging some pupils.
- Assessment is not fully developed in subjects other than English and mathematics.
- The role of most subject leaders is underdeveloped.
- The school has forged a very strong partnership with parents and the community.
- Residential visits offer pupils a particularly good range of experiences, and there is also a good variety of clubs on offer.

The school was last inspected in March 1999. Since that time it has dealt comprehensively with the key issues identified for improvement, almost all of which related to aspects of leadership and management, including governance. Overall, standards have remained broadly unchanged at above average overall. The proportion of teaching that is good or better has improved. Overall, therefore, improvement has been satisfactory.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | All schools | | | Similar schools |
|---|-------------|------|------|-----------------|
| | 2002 | 2003 | 2004 | 2004 |
| English | B | E | A | B |
| Mathematics | A | D | A | B |
| Science | B | D | A | B |

Key: A – well above average; B – above average; C – average; D – below average; E – well below average. Similar schools are those with similar percentages of pupils eligible for free school meals – as pupil mobility in this particular year group is high, the usual comparison with schools whose pupils attained similarly at the end of Year 2 cannot be made.

Pupils' achievement is good overall; from having the skills and aptitudes expected nationally when they join Reception, pupils end Year 6 with attainment that is above average in the key skills of literacy, numeracy and ICT. Currently, science standards meet expectations. Achievement for all pupils is consistently good in Reception. By the end of the year, almost all pupils reach the goals expected nationally in personal development and in communication, language, literacy and mathematics. A significant proportion exceeds these expectations. Achievement is good overall in Years 1 and 2, and good thereafter in the key areas of English, mathematics and ICT. It is more variable, but satisfactory overall, in science and in some other subjects such as history, geography and religious education. This fluctuation is due to the way in which changes to the curriculum are being introduced, and not to any specific weaknesses in teaching quality. In Year 2, attainment in reading, writing and ICT is currently above national expectations. It meets expectations in mathematics and science because although most pupils attain the level expected nationally a smaller than average proportion exceed it.

Pupils' personal development, including their spiritual and cultural development, is satisfactory. Their moral and social development is good. Most pupils behave well and have good attitudes to work, but some lack of respect shown by a significant minority of the older pupils in the school, and their apparent indifference to the feelings of others, limits the overall quality of pupils' behaviour and attitudes to satisfactory. Attendance is above average and pupils arrive very punctually for school.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good. All teachers have good, general teaching skills. They are helped by a team of committed support staff, whose work is also good overall and in the case of pupils with SEN is often very good. Lessons are planned well and most activities both engage pupils and challenge them. Assessment is satisfactory overall. In English and mathematics it is being used successfully to trigger action and raise standards, with pupils actively involved in the process. However, it is not yet established in other subjects of the curriculum. The curriculum is satisfactory overall, although the change being implemented in Years 3 to 6 is currently giving rise to inequality of opportunity between subjects and classes. The partnerships with parents and the community are very good and those with other schools are good. Pupils are well cared for.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher leads well; he is innovative, energetic and has a clear vision for the development of the school. Other key staff support him well in terms of whole-school leadership, but leadership in most subjects is underdeveloped. Management is satisfactory. Governance is good and has improved significantly since the last inspection. In particular, the chair of governors provides strong, knowledgeable support to the headteacher. Governors fulfil all of their statutory duties.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think very well of the school and have no specific concerns. They feel that the school communicates very well with them and supports families generously in times of difficulty. Pupils are happy to attend.

IMPROVEMENTS NEEDED

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

- To ensure that the curriculum for Years 3 to 6 affords equal opportunity to all pupils.
- To put assessment systems in place in those subjects where they are lacking.
- To develop the role of subject leaders in those subjects where it is less than good.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children join the Reception class with skills and aptitudes that are similar to those expected nationally. Pupils currently in Year 6 are working at standards in English, mathematics and ICT that are above national expectations. Achievement is good overall.

Main strengths and weaknesses

- Pupils achieve well overall in literacy, numeracy and ICT.
- Changes to the curriculum are having a negative impact on science standards in Year 6.

Commentary

1. Since the last inspection, standards have improved in English, have been maintained in mathematics and ICT, and have fallen in science.
2. Children in Reception achieve well because they are well taught by a dedicated team of adults. The large majority are on course to meet the Early Learning Goals by the time they transfer to Year 1, and a significant minority will exceed these goals.
3. Throughout the school, pupils with SEN make at least good progress. This is because teachers take full account of their needs when planning work for them, and because of the skill and patience of support staff. In Reception, the children with SEN are particularly well supported.
4. Currently, Year 2 pupils attain above the nationally expected standards in reading, writing and ICT, and meet them in mathematics and science. This shows an improvement in reading since the 2004 tests, the maintaining of average standards in mathematics, and a slight decline in writing. These differences however are no more than a reflection of the national variation between one year group and another in this relatively small school.

Standards in national tests at the end of Year 2 – average point scores in 2004

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 16.3 (15.4) | 15.8 (15.7) |
| Writing | 16.4 (15.3) | 14.6 (14.6) |
| Mathematics | 16.3 (17.1) | 16.2 (16.3) |

There were 16 pupils in the year group. Figures in brackets are for the previous year.

5. Currently, Year 6 pupils attain above the nationally expected standards in English and mathematics, and the expected level in science. This shows a decline in all three subjects since last year. In English and mathematics it simply represents the natural variation between year groups. In science, Year 6 pupils have covered too little work this year and the school's innovative plans for the curriculum devote too little time to the subject. For example, the term's plans for the Year 6 class show specific science coverage in two of the eight weeks. In the Year 4/5 class, on the other hand, two and a half hours are dedicated to the subject each week. If above average results are attained by the Year 6 pupils in the national tests in May, this will have more to do with revision classes planned for Year 6 pupils in the weeks prior to the tests than with the work covered thus far this year.

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

| Standards in: | School results | National results |
|----------------------|-----------------------|-------------------------|
| English | 28.7 (24.2) | 15.8 (15.7) |
| Mathematics | 29.1 (26.4) | 27.0 (26.8) |
| Science | 30.4 (27.9) | 28.6 (28.6) |

There were 14 pupils in the year group. Figures in brackets are for the previous year.

6. Achievement is judged to be good overall because of the good progress pupils make in developing literacy, numeracy and ICT skills. Achievement in science is satisfactory. Changes to the curriculum that have the potential to raise the profile of other subjects are too new to have made an impact on achievement. No secure judgements are possible in these subjects.

Pupils’ attitudes, values and other personal qualities

Attendance is good and punctuality is very good. Attitudes and behaviour are satisfactory. Pupils’ spiritual, moral, social and cultural development is satisfactory overall.

Main strengths and weaknesses

- Parents make good efforts to ensure the attendance of their children.
- Occasional outbreaks of disrespectful conduct by older pupils are inconsistent with the good behaviour and attitudes of younger pupils.
- Pupils are enterprising and take responsibility.
- Pupils’ moral and social development is good.

Commentary

7. Parents diligently follow the advice given by the school on attendance. Almost without exception, parents inform the school within half an hour of the start of the school day if their children are unable to attend. In the rare cases of an unexpected absence where parents have not notified the school, contact is made quickly with parents. Holidays taken during term time are always authorised, and parents avoid taking their children out of school when their children are preparing for, or are involved with, National Curriculum tests. Attendance statistics, shown in the table below, indicate that the school’s performance is broadly similar to that of the majority of schools in England.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|---------------------------|-----|-----------------------------|-----|
| School data | 5.4 | 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.

8. Pupils clearly enjoy coming to school and it is exceptional for any of them to arrive late in the morning. The school has not needed to introduce any incentives to encourage prompt arrival but it is considering offering rewards to raise its attendance figures to an even higher level.

9. Although pupils’ behaviour and attitudes are usually good, some significant exceptions were observed during the inspection. The progress of Reception children towards the Early Learning Goals in their personal and social development is a strength. Indeed, all the younger members of the school community displayed behaviour that was consistently good. For the majority of the time, older pupils also showed good behaviour. However, on several occasions, pupils in the three oldest year groups were disrespectful and no action was taken. For example, during assembly, a significant minority of older pupils spent time chattering to each other. There was lengthy and inappropriate giggling during a lesson about other faiths. Some pupils laughed when their classmates answered questions wrongly, and the teacher made no comment. Inspectors believe that this kind of behaviour is not one with which this school would want to be associated.

10. Senior members of staff regularly monitor lessons and record all aspects of teaching and learning, including pupils' attitudes. The school recognises that some elements of the older pupils' attitudes and behaviour need further improvement. However, a great deal of work has already been put in place to encourage good attitudes. Each week, the successful achievement of one pupil from each class is celebrated in a whole-school assembly. The pupils' names are entered into the 'Gold Book' and displayed on an attractive display called the Behaviour Tree.

11. Pupils readily take on responsibilities by providing day-to-day assistance for their teachers and other adults in school. Pupils can be seen, for instance, after lunchtime, clearing the hall by stacking tables and chairs. The self-governing Pupil Council has a very active role and has been successful in both part-funding and implementing several schemes. As a good example, councillors explained to inspectors that they started to introduce water coolers to replace the facilities for drinking from 'the horrible-tasting tap water'. They raised money and the school then matched it, pound for pound. Pupils are able to propose their own ideas via the council's suggestion box. Many other projects have been undertaken, such as creation of the Adventure Trail and work on the Bird Hide.

12. Spiritual development is satisfactory. Links with the parish are good and a new initiative, called the 'J Team', consists of a weekly after-school meeting on school premises in which pupils have the opportunity to learn more about their Christian faith. Pupils are given the opportunity to spend time in spiritual reflection during playtime, when they are able to visit the 'Quiet Area'. However, in school, spiritual support was less strong than expected. In whole-school assemblies, for example, many members of classroom staff do not attend on a daily basis to provide the role model for sharing in the Christian faith on which the school is founded.

13. Moral development is good. Pupils learn about the moral codes of their own and other cultures. They are usually confident to act consistently according to their own principles and have an ability to think through the consequences of their own actions and those of others. For example, as part of making amends for any inappropriate behaviour, pupils are often asked to fill in a 'Think Again Sheet'. This is a way of getting pupils to understand and write down the consequences of their actions in order to prepare a suitable apology.

14. Pupils' social development is good. They relate well to others. Parents say that pupils are very friendly and caring towards each other and they especially mentioned the role of older pupils, known as 'buddies', who take on the role of looking after their younger peers. The many residential visits on offer to pupils contribute very strongly to their good social development, as do the good range of opportunities on offer in classrooms for paired and group work.

15. Pupils' cultural development is sound. They have an awareness of the local culture through participation in events such as the village flower festival. At a multicultural level, pupils have recently benefited from a visit from a renowned and charismatic representative of the Sikh community. Following that experience, pupils had the opportunity to visit a Sikh Temple, where they were in a state of awe and wonder as they engaged in a wholly new experience.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching is good overall. The curriculum is satisfactory, although there are inconsistencies in provision in Years 3 to 6 that are leading to some inequality of opportunity. Pupils are well cared for. The school's links with parents and the community are very good, and those with other schools are good.

Teaching and learning

Pupils are taught well overall. Assessment is satisfactory: good in some areas but undeveloped in others.

Main strengths and weaknesses

- All teachers have good general teaching skills.
- Teaching has improved since the last inspection.
- Teething problems related to curriculum changes are having a negative impact on some teaching and learning, particularly in science.
- Assessment is used effectively in English and mathematics, but is underdeveloped in most other subjects.

Commentary

Summary of teaching observed during the inspection in 23 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 1 | 5 | 12 | 5 | 0 | 0 | 0 |

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

16. The proportion of teaching that is good or better has increased since the last inspection from two-thirds to three-quarters.

17. The weaknesses that exist in teaching relate to individual lessons and are not common to all classes. For example, in a satisfactory Year 3/4 music lesson it was the teacher's subject knowledge that was the weak element, while in a Year 6 literacy lesson it was the lack of attention to the indifferent attitudes and non-cooperative behaviour of a minority of pupils.

18. Most teaching, however, is good or better because teachers know what they want their pupils to learn and set work to match their ability. They engage pupils and expect them to work hard. When teaching is very good or excellent, there is an added dimension. For example, in an outstanding Year 4/5 science lesson the teacher made highly effective use of time to stimulate and exercise pupils' capacity to think scientifically. In a very good lesson in Reception, one of the key strengths was the way in which the teacher responded to children with SEN.

19. Teaching of this overall good quality enables pupils to learn well on a lesson-by-lesson basis. However, currently there are times when pupils in Years 3 to 6 learn satisfactorily rather than well. It is important to note that this is not generally because of a weakness in the teaching; it has more to do with teething problems associated with the changes that the school is making in the curriculum for subjects other than English and mathematics.

20. From the Reception class to Year 6, teachers work closely with the support staff. Teachers ensure that the work devised for pupils with SEN is appropriate for them. The very good quality of support for pupils with a statement of special educational need frequently enables these pupils to achieve the objective for the lesson. There are times when pupils are withdrawn from the class to work with support staff, to be taught individually or in small groups in order to meet their specific learning and personal needs. This works well. In most lessons, teachers give opportunities for pupils with SEN to contribute to discussions and to answer questions. Where pupils have behavioural difficulties, teachers are positive in their attitude and praise appropriate behaviour.

21. Assessment is satisfactory overall, but there are areas in which it is weak. In English and mathematics there is a wealth of assessment data that is used well to highlight issues and trigger action. In these subjects, the school has made a good start to involving pupils in their own learning by setting targets for the pupils to work towards. The large majority of pupils know what these are and can therefore help themselves. In most other subjects, however, assessment is underdeveloped. In addition, the wind-up sessions at the end of lessons are not always used as effectively as they could be to check on how well pupils have learned.

The curriculum

The breadth of curricular opportunities is satisfactory overall. Opportunities for the enrichment of learning are good. The accommodation is good and resources are satisfactory.

Main strengths and weaknesses

- Planning of the curriculum for pupils in Reception is a strength, but in Years 3 to 6 is unsatisfactory.
- Provision for pupils who have SEN is good.
- The range and quality of activities outside the school day are good.
- The building and grounds are of good quality.

Commentary

22. The school gives suitable emphasis to English and mathematics, and plans well for them. New initiatives are welcomed. The widespread use of ICT by pupils and teachers enhances the curriculum. Reflective learning skills and teamwork enable pupils to work collaboratively. However, planning for linking subjects across the curriculum for pupils in Years 3 to 6 is unbalanced because the school has gone ahead with this initiative without enough thought and preparation. This had led to inequality of opportunity for pupils and has a negative impact on their learning. As the examples below show, there are two distinct issues to address, namely the **time** allocated to subjects and the emphasis on subject-specific **skills** within an integrated curriculum.

- **Time.** In the Year 4/5 class, all subjects are timetabled separately, and the time currently allocated to science, for example, is two and a half hours per week. The afternoon timetable for the Year 6 class bears no resemblance to that in the Year 4/5 class. Planning for science, for instance, shows that this subject is a focus for two weeks out of eight.
- **Skills.** The Year 3 to 6 geography topic for last term was *Rainforests*. Pupils in the Year 4/5 class covered a range of appropriate geographical skills. Work completed by the pupils in the Year 6 class gave pupils the opportunity for independent research. While laudable in principle, this research task resulted in pupils' work typically covering few geographical skills.

23. There is a good range of extra-curricular activities. Teachers provide opportunities for pupils to take part in sports, music, languages, computer and bird watching clubs. Good use is made of professional coaches such as from Leeds United and Selby Rugby Union Club. Teams regularly take part in local competitions and do particularly well at football. Pupils gain valuable experiences from a wide range of visits and visitors. For instance, a workshop with a 'Viking' brings real meaning to their learning in history. A major strength is the school's commitment to extend pupils' experiences in residential visits to places such as the Lake District and the Northumberland National Park around Wooler. All pupils from Year 2 onwards have annual opportunities to experience outdoor and adventurous activities. This makes an outstanding contribution to their social development.

24. The accommodation is spacious, safe and attractive. The school has put in a great deal of thought and effort to provide a thoroughly interesting and stimulating environment.

25. There is a good number of support staff. The school makes good use of their talents for them to work alongside teachers effectively and efficiently. Their dedicated help makes a valuable contribution to pupils' good achievement.

26. Pupils with SEN benefit from work in all areas of the curriculum that matches their needs and abilities. They regularly work on developing knowledge, understanding and personal and academic skills that have been identified for improvement. There is a good range of software that pupils use to raise their standards in numeracy, literacy and spelling.

27. The headteacher is aware of the need to make appropriate provision for pupils who are gifted and talented. Training has taken place, a school policy has been prepared, and resources are being developed. There is some evidence that work is being planned in lessons to extend and add extra challenge for the gifted and talented pupils. For instance, in a mathematics lesson in Year 6, the teacher had planned extension work to stimulate gifted pupils and give them opportunity to apply their knowledge and understanding to a challenging geometric problem.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is good. The school provides good support, advice and guidance for pupils, and is good at seeking to involve pupils in its work and development.

Main strengths and weaknesses

- There are good procedures to ensure that pupils work in a healthy and safe environment.
- Pupils have good access to well-informed support, advice and guidance.
- The induction arrangements for pupils are good.

Commentary

28. The school has good procedures for welfare that cater for the needs of everyone in the school community. In recent years it has involved governors and the local education authority (LEA) in checking the quality of its health and safety systems. Procedures for accidents and emergencies are good, with many members of the staff trained in first aid.

29. The school is well on the way to attaining the Healthy School Award. As part of the scheme, parents are well informed about provision of daily fresh fruit and vegetables for pupils to Year 2. The whole-school initiative is aimed at developing a healthy life style, such as awareness of safer ways of travelling to school. Older pupils leave school with a well-informed awareness of health risks that they are likely to encounter. The emergency services sponsor a wide range of events as part of the 'Crucial Crew' scheme, providing pupils with memorable presentations about personal health and safety, as well as the legal implications relating to health hazards.

30. The teaching staff provide good support, advice and guidance. Teachers and their support staff know their pupils well and are able to cater for their individual needs. This informal approach ensures that the pupils are more effectively challenged with their work and it encourages them to make good progress. To ensure that there are systematic records in place, the school has provided each pupil with a book, which is known as a planner. A local company has sponsored this innovative approach by paying for the printing of the attractive planners. Each week, pupils are encouraged to write down their personal objectives for improvement. The targets are typically a mixture of academic and personal development aims. In the following week, pupils assess their own performance.

31. The support and guidance for pupils who have SEN are good. Teachers and support staff know the pupils well and show genuine concern for their welfare. Much of the work has been planned to meet their needs, identified in individual targets. These targets are regularly reviewed and class teachers and support staff assess pupils' progress towards them. Support staff give teachers feedback on pupils' achievement and progress within each session.

32. The school has put in place very good arrangements for the induction of pupils, especially into the Reception class. Parents and governors are enthusiastic to convey the real sense of family in the school and to emphasise how pupils look out for each other, regardless of age. Conveniently, the only pre-school nursery in the village is on the same site as the school. This helps to cultivate good induction arrangements between the school and the nursery communities.

33. At the end of the summer term, the school contacts parents of pupils in the new intake. To make sure that they know what to expect, the school presents the parents with a special version of the prospectus and a booklet called, 'I am special'. Around the same time, Reception class staff visit the home of each child who expects to join the school. A series of half-day visits is arranged, so that parents and children are familiar with the school.

Partnership with parents, other schools and the community

The school has very good links with parents and the community. The school's links with other schools, colleges and the local playgroup are good.

Main strengths and weaknesses

- The school makes parents welcome, and actively involves them in discussions about their children's education and well-being.

Commentary

34. Parents and carers receive very good information from the school on the progress of their children. Pupils have planners containing their self-created targets for both learning and personal development. The planner also gives parents extensive information about what their children are expected to learn in the National Curriculum. There is space for parents to write their comments so that they can communicate with staff. Twice per year, parents receive reports on progress that show assessments of academic ability and any new targets which have been set by teachers. Formal consultation meetings are organised to enable parents to meet their children's teachers. So that parents know more about what their children are learning, the school has held training sessions for parents about curriculum subjects, such as mathematics. To help parents' involvement with their children's learning, the school participates in a sponsored homework programme, called 'SHARE'.

35. Parents of pupils who have given their teacher concern are involved and kept informed from an early stage. Those parents of pupils with a statement of special educational need are invited to review meetings. Pupils are included in many discussions in order to protect and develop their self-esteem.

36. Many attractive publications are distributed to parents, such as the weekly newsletter, the school prospectus and a very informative annual report from the governors. For those with access to the Internet, the school has an impressive website. Communication with parents is further enhanced for parents who come into school for events. An example is the open invitation to attend the celebration assemblies on Fridays, when each class has the opportunity to show its work from the past week. A small group of parents have formed a parent/teacher association, known as the 'Friends of Hambleton School'. This group of parents is particularly well informed. In addition to raising funds, they have collaborated with the Pupil Council on a number of projects that have improved the welfare of pupils.

37. The school enjoys very good links with the local community and offers an open invitation for residents of the village to attend the Friday celebration assembly. Every half term and at the times of special festivals, the whole school walks to the Parish Church for its assembly. Other parish links are well established, such as distributing harvest gifts to the elderly members of the village and singing at the Luncheon Club in the village at Christmas time. In May of last year, pupils were invited to take part in St Mary's Flower Festival by producing Easter gardens. These were much admired and the Archbishop of York very kindly selected a few as top prize winners.

38. The school has links with local businesses, such as the company that generously funded the printing of pupils' planners. Other local connections include pupils' visits to the science, technology and mathematics fairs. The Cranedale Centre, a Yorkshire voluntary wildlife organisation, has presented a workshop, which incorporated a debate on environmental protection.

39. Work placements have been provided for secondary school students as well as students from a teacher training institution. In addition to helping the students to gain experience, the school gains by having more support in classes. The school is part of a local cluster of schools and takes a very active role in transferring innovative methods for teaching, such as the new science scheme and computer-aided presentations using interactive whiteboards.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The governance of the school is good. The leadership of the headteacher is good. Management is satisfactory.

Main strengths and weaknesses

- The governors have a clear view of how they wish to see the school move forward and the qualities in staff that are needed to achieve this.
- The headteacher has a clear vision for the direction of the school that is reflected in the improvement plan.
- The role of subject leaders is not sufficiently developed.

Commentary

40. Those governors who were on the governing body at the time of the appointment of the current headteacher had a clear idea of the type of person they wanted for the job. In their view they got what they were seeking: someone with energy, a forward thinker, and a good communicator. They are equally clear about subsequent appointments. They have a realistic view of the strengths of the school. Because of the clarity of their understanding, they are able to challenge the proposals of the headteacher appropriately. They support the headteacher fully. The chair of governors is particularly active in school. Her contributions and support are particularly valued by the headteacher. The governing body fulfils all of its statutory duties. Governance has improved since the last inspection.

41. The headteacher expounds a clear vision for the school that is fully reflected in key priorities of the school's improvement plan. He is determined that the school will equip pupils with more than academic success. Pupils' personal development is a major constituent of his aspirations, to be achieved through a lively curriculum that engages staff and pupils alike. The headteacher believes in a whole-school team approach and has ensured that teaching assistants are effective players. They are included in professional development and take on specific responsibilities beyond their support role.

42. Teaching is effectively monitored by the headteacher through lesson observations. These are recorded in a comprehensible format that gives both the headteacher and the observed teacher a clear view of the overall quality of teaching. The teacher's strengths and areas to be developed are focal points of each observation. The range of monitoring activities by subject leaders is limited; few observe teaching or scrutinise pupils' work in their subjects. Without the information gained from such management activities, subject leaders cannot be aware of standards and progress in and between year groups. They are not, therefore, able to target their skills to staff and raise standards. There are no portfolios of work which exemplify levels of attainment and which support teachers in assessing standards attained by their pupils.

43. Management of SEN is good. The special educational needs co-ordinator (SENCO) is knowledgeable and regularly attends network meetings as a means of keeping up to date. She has received training in assessment of pupils with SEN and gives in-house training to her colleagues on this and other related issues. The teaching assistants have had speech and language training and have visited other schools to observe good practice.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|-----------------------------------|------------|
| Total income | 359,392.00 |
| Total expenditure | 339,215.00 |
| Expenditure per pupil | 2,664.00 |

| Balances (£) | |
|-------------------------------------|-----------|
| Balance from previous year | 19,803.00 |
| Balance carried forward to the next | 39,979.00 |

44. Day-to-day financial management is good and the school spends wisely to achieve its aims. There is a high carry-forward amount (above). However, it is understandably deemed necessary by the headteacher and governors in order to maintain the current number of classes during a period in which the roll is reducing.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is **good** in the Foundation Stage.

45. Reception children are taught in a class alongside pupils in Year 1, and they benefit from working and playing with older pupils. Attainment on entry to Reception class is broadly average. Children achieve well and reach standards that are above those expected in most areas of learning by the end of the year. Teaching is good and there is a unified team of adults who have high expectations. All children, including those who have SEN, are well supported in all they do. Planning is detailed and takes good account of children in the Foundation Stage as well as those in Key Stage 1. Assessment is detailed and is based on regular observations of children at both self-chosen and directed activity. The information gained is used directly to plan work at the correct level for all children. Children who have SEN work in very small groups, with strong adult support. The very good adult intervention ensures that they make very good progress. Good leadership and management have ensured that change and improvements have taken place successfully. The accommodation, both indoors and outside, is good and, alongside the resources, provides a good place for children to learn.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good relationships between children and adults create an effective learning environment.
- Well-planned activities motivate children to learn.

Commentary

46. This area of learning receives a high profile and children achieve well. They make good progress and the majority exceed the expected level by the end of the Reception year. This is due to vigilant and caring staff, who are good role models. The good teaching and ordered environment help children settle well and feel secure. Children are encouraged towards independence in all they do. Older children positively influence them. They behave very well and follow rules and routines sensibly. They sit quietly in assembly and, in whole-class teaching sessions, pay good attention. Activities challenge children and motivate them to learn, whether making articles to sell in the 'café' or rolling large snowballs outdoors. They take turns when playing with games and share resources such as rubbers and crayons. Children develop respect for their own culture, and through various planned themes they learn to respect the cultures of others. They particularly enjoy playing in the Chinese corner, where they dress up and handle food and Chinese artefacts.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Every opportunity is taken to enhance children's communication skills.
- There is a systematic approach to early reading and writing.

Commentary

47. Teaching is good and children achieve well. The majority are likely to reach beyond the expected level by the end of the Reception year. Staff support children's development of language well during activities and teach them a good range of new words. Throughout the day they encourage children to talk about their ideas, especially with their chatterbox partner. Children therefore develop very good speaking and listening skills and this has a significant impact on their learning. Adults use books to full advantage. When reading stories, they make sure that children understand and notice how words are used. For example, the children's attention is drawn to the way in which the author uses the phrase 'the cat meowed'. They encourage children to join in with familiar refrains and predict what might happen next. Children's use of language for thinking is consequently well developed. Reading and writing are taught in a systematic and multi-sensory way. When reading, children use picture cues well to make sensible predictions of what might happen in the story and to help them identify unknown words. They handle books carefully and turn pages correctly. More able children confidently use the letter sounds they know to sound out new words, and the majority have a good sight vocabulary. Many children are already reading simple stories and a good number of parents take an interest in helping their children with reading at home. Children are learning to express their ideas and they draw detailed pictures. They are beginning to write and often choose to make their own storybooks with their own illustrations. Children are given individual support when writing so they learn to form letters correctly. Words and letters are displayed clearly to help them.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Mathematical understanding is well consolidated through real-life situations.
- Teaching is good and places a strong emphasis on learning through practical activities.

Commentary

48. The majority are likely to reach standards above the expected level by the end of the Reception year. This is because teaching is good, and consequently children achieve well. In lessons the teacher ensures that the questions directed towards Reception children match their stage of development. Children are also well influenced and challenged when listening to the bigger numbers used by older pupils in the class. In small groups, learning is well consolidated through purposeful play activities. Children learn about money by playing with dice and counting out the same number in pennies. Others make items to be sold in the café and write out a price tag. These worthwhile activities help children to understand the importance of number in everyday life. Children learn to count beyond 10 and to order and record numbers. Most children confidently write numbers. More able children write addition and subtraction facts, recording numbers and symbols accurately. Most children confidently count objects and record the correct number. They play with scales and learn what 'heavy' and 'light' means, and use the computer to draw 'long' and 'short' snakes. They identify the names of two-dimensional shapes when making pictures with them. Children learn to make repeating and symmetrical patterns. All activities match children's ability level and are generally planned through play. Children therefore enjoy what they are doing and make good progress.

49. There was not enough evidence to make a secure judgement on teaching and learning in **knowledge and understanding of the world**. Photographic evidence and planning indicate that children experience a good range of interesting activities throughout the year. Children dig in the planters outdoors and help to plant seeds and bulbs. They go for a sensory walk around the village to discover the main features. Children have daily access to the computer, where games support learning in early reading and writing, and mathematics. Most children use the computer mouse with

confidence. They use the floor turtle and program its movements. Children are actively encouraged to design and make items to illustrate their writing. They make models, using found materials as well as commercial equipment. The planned multicultural theme helps children become aware of others. They visit the Sikh Gurwara and celebrate Chinese New Year. Children are encouraged to bring in items from home from various countries to show others.

50. In terms of their **physical development** no sessions were observed outside or in the hall, so no judgements can be made about teaching or the overall provision in this area of learning. However, detailed assessments show that many children are on course to exceed the Early Learning Goals in this area of learning and so are achieving well. Children have two planned physical sessions in the school hall each week. There is a designated area outdoors where they can use wheeled toys when the weather is suitable. Their competence in handling pencils, scissors, brushes and other tools is good because of the high focus on developing these skills. Children show good control and most manipulate small objects, such as building bricks, well. Adults are very good role models during snack time. They eat with the children and talk enthusiastically about the fruit at the same time. This encourages children to value good quality food.

51. In the **creative** area of learning there was not enough evidence to make a secure judgement on teaching and learning. Children have good opportunities to develop their imagination because staff pretend with them and teach them how to play. Children have access to paint each day, as there is a designated area within the room. The children regularly use dough for modelling, and take part in a good range of painting and craft activities. They sometimes use clay for sculpture work. Resources are accessible to all children. Adults teach children elementary art skills by showing them how to observe closely and carefully. They encourage them to look at their own features in a mirror when drawing self-portraits and to observe fruit closely before mixing and matching colour. Children are encouraged to learn by using all senses. Fruit is displayed at a low level and children are expected to handle and smell each piece. Photographs show that children engage in musical activities and sometimes make their own instruments.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Reading and writing skills are taught well, and pupils have good opportunities to consolidate them in lessons other than English.
- The focus on improving spelling and handwriting has paid dividends.
- A significant minority of the oldest pupils in school have unacceptable behaviour and attitudes to work.

Commentary

52. Standards in English are above expectations at the end of Year 2 and Year 6. In Year 2, pupils speak, listen, read and write well. In Year 6, pupils speak, read and write well. Their listening skills are satisfactory.

53. Pupils speak with confidence, and teachers often make use of the summing-up sessions at the end of lessons to give opportunities for pupils to use 'big voices' and to speak to the whole class. Pupils are articulate and their extensive vocabulary shines through, both when they speak and also in their writing. Almost all pupils listen well, but some of the oldest pupils in school do not. Whilst they are generally attentive, a significant minority sometimes ignore instructions or 'switch off', making a very limited contribution to the lesson.

54. Reading skills are above expectations throughout the school. Pupils read regularly to their teachers or support staff, who ensure, through good questioning, that pupils' understanding of what they read develops in line with their ability to read the actual print. Pupils have a good range of books from which to choose, and arrangements for taking books home are in place in all year groups. All younger pupils say they read regularly to a parent, and reading is usually part of the daily routine of older pupils who are capable of reading to themselves.

55. The emphasis the school has placed on showing pupils how to use adventurous vocabulary in their written work, and to develop a mature style, has paid off, as these examples from Years 2, 3 and 5 respectively show:

- *On the first day of October Jack's mum said 'Jack, please sell the cow for some money, and only money.' ...Jack went home and his mum said 'Only beans Jack? Did you hear what I said? Only beans!'*
- *While it was snowing outside, some fairies squished through a crack under the door, and tiptoed in their petal dresses across the wooden floor. They fluttered up to the cloth.*
- *Brigetta ducked for cover as a spaceship whizzed past her window. 'Good for nothing... Brigetta began. She paused, searching her brain for a word. '...Rotating machines,' she finished.*

56. The school's emphasis on spelling and presentation has also paid dividends. Spelling is invariably correct or phonetically plausible, and pupils transfer from pencil to pen when their joined handwriting shows some fluency. This is effective, as they work hard for the status of writing with a pen.

57. Teaching is good overall. All teachers have good general teaching skills and there are no fundamental weaknesses. However, the behaviour of some of the oldest pupils in school can be unacceptable: in a Year 6 class, pupils were seen taking little part in the lesson, occasionally laughing at classmates when they answered question incorrectly, and continuing to write having been asked not to. On the other hand, Year 2 pupils showed enthusiasm, worked hard whether or not there was a teacher with them, and only needed to be given an instruction once before responding to it in double quick time.

58. Leadership of the subject is satisfactory. The co-ordinator has had the opportunity to observe lessons, but with a focus specifically on teamwork. The introduction of data to track pupils' progress and of literacy targets for pupils was instigated by the headteacher. There remains, therefore, significant scope for developing the extent to which the co-ordinator is involved in the development of the subject, in being aware of standards and progress within and between year groups, and in taking on the responsibility for improving them.

Language and literacy across the curriculum

59. Pupils' good reading skills enable them to read what they need to in all areas of the curriculum. Writing skills are taught well, and other subjects of the curriculum are used well as vehicles for pupils to practise and consolidate these. Computer programs are used well to develop pupils' understanding of specific concepts, for example spelling patterns.

MATHEMATICS

Provision is **good**.

Main strengths and weaknesses

- Teaching is good.
- Assessment procedures are good.
- Provision for pupils who have SEN is good.
- Some higher attaining pupils do not get a consistently good challenge.
- Leadership and management are good.

Commentary

60. Attainment by the end of Year 6 is above average. By the end of Year 2 it is average. Although this represents a decline since the last inspection, pupils continue to achieve well overall, and the school is making satisfactory progress in its striving to raise standards.

61. A strong focus on numeracy skills ensures that pupils handle numbers well. In Year 2, they add and subtract tens and units confidently. In Year 6 they work securely in thousands in addition, subtraction, multiplication and division. Teachers cover other aspects sufficiently to ensure that most pupils gain at least a satisfactory understanding of shape, space and measures, and handling data, and provide pupils with an interesting range of investigations.

62. Teaching is good overall. Most lessons seen were conducted at a good pace and were interesting; hence, pupils paid close attention, were keen to participate, and learned well. Good teaching was seen in the Years 1/2, 4/5 and 6 classes. Teachers' secure knowledge shone through in their skilful questioning, which developed pupils' mathematical thinking. Another lesson which was otherwise satisfactory lacked the pace and drive of these lessons, but the teacher's insistence on good behaviour kept pupils well engaged and productive. All teachers made a point of introducing technical vocabulary to match the lesson. For instance, in Year 3, pupils learned to use 'sequence', 'increasing' and 'decreasing', while in Year 6, pupils named an 'irregular hexagon'. Teachers bring real life into lessons by introducing investigations as a matter of policy. As a result, pupils are becoming increasingly confident in solving problems. In Year 6, they found various ways of enclosing areas with a 30-metre length of fencing.

63. The school's assessment procedures give teachers a good understanding of how well pupils progress. On the whole, teachers use the information well to match work to pupils' needs. This makes an important contribution to pupils' good achievement. For instance, those who have SEN do well, helped on by the dedicated support of teaching assistants. Most higher attaining pupils do well, particularly in Years 4 to 6. In Year 6, some pupils went beyond learning how to work out the area of rectangles to tackle the area of triangles. However, the most capable mathematicians do not get a consistently good challenge; in Year 2, for example. As a result, they do not achieve as well as they could. It is because a below average proportion of Year 2 pupils attain the higher level that pegs overall attainment at average.

64. Leadership and management are good. The curriculum co-ordinator has a good grasp of strengths and weaknesses and is a good role model, as seen in his teaching in lessons for Years 4, 5 and 6. Previous weaknesses, such as in multiplication and investigations, have been successfully tackled throughout the school. Resources are maintained at a good level and new initiatives are welcomed.

Mathematics across the curriculum

Links with other subjects are satisfactory and continue to improve, especially with ICT.

SCIENCE

Provision for science is **satisfactory** overall.

Main strengths and weaknesses

- Some teaching is of outstanding quality.
- The science co-ordinator has a very high level of subject expertise, but it is not used to best effect.
- Recent changes to the curriculum have had a negative impact on progress in science.

Commentary

65. Current standards in Year 2 and Year 6 are in line with expectations. This shows a decline since the previous inspection, when both were above expectations. Overall, achievement is satisfactory but pupils with SEN achieve well, due to the high quality of support they receive in lessons. In some year groups, particularly in Years 3 to 6, changes to the curriculum for all subjects other than English and mathematics have had a negative impact on achievement in science. In addition, not all classes cover an appropriate amount of work in sufficient depth. Year 2 pupils have covered only two topics this year and not to significant depth. In Year 3 books, there were only four short pieces of work from September until mid-February and much of that was copy-written by all pupils.

66. Teaching is satisfactory overall, but variable. A lesson in the Year 4/5 class, for example, was excellent because of the way in which it promoted true scientific thinking. It challenged preconceptions that pupils commonly hold concerning mass and gravitational force. The teacher used questioning and brief demonstrations highly effectively in reaching his objectives for the lesson. He used ICT to run a movie clip of a demonstration carried out by early astronauts on the moon. Again – no answers provided, more challenge and expectation! In another lesson to the same class, the teacher had prepared an ‘investigation journal’ to be used by each group. It was extremely well laid out, with each page requiring the pupils to consider many aspects of the scenario to be investigated, through collaboration and team effort. This benefits learning skills generally, not only science. The quality and expectation in this lesson truly ‘raised the stakes’ of scientific thinking and investigation.

67. Given the co-ordinator’s considerable expertise and dedication to science, he has limited opportunities to influence what happens in lessons. He has a vision that is broad and innovative for teaching and learning in the subject, and its capacity to benefit learning skills in other subjects. Whilst he has been able to give training to his colleagues, he has not observed teaching recently, nor has he been able to scrutinise pupils’ work. He spends a great deal of time adjusting the planning for classes to ensure that the requirements of the National Curriculum are being met as the ratios of mixed ages change, year on year. Without more opportunities to monitor the subject, he cannot be sure that these intentions are met fully. With the exception of the national tests, Year 2 teacher assessments and a test in Year 5, no other assessment is carried out. This adds further to the lack of rigour in monitoring quality and progress throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Teachers use ICT facilities very effectively to enhance lessons.
- Pupils are enthusiastic about their work.
- Resources are good and are used well.
- The school does not have a clear overview of standards in teaching and learning, and in pupils' work.

Commentary

68. Whilst few lessons in ICT were seen, the technology was in use in a range of subjects. Throughout the school, pupils' competence and standards are good. All make good progress. Pupils with SEN benefit from the use of software specifically purchased for their support.

69. In the great majority of lessons, teachers use their interactive whiteboards to enhance teaching and pupils' learning experiences. They regularly involve pupils in the interactive nature of the technology enabling them to demonstrate their own knowledge and understanding in other subjects as well as their ICT skills. For instance, in a mathematics lesson in Year 3, the teacher used a background-layered grid to demonstrate area of irregular shapes. Later, pupils used the same technology to show what they had learned in the lesson. In a Year 4 science lesson, the teacher used the presentation facilities of the whiteboard to stimulate pupils' scientific thinking and, later, to show a movie clip on forces to challenge their assumptions yet further.

70. Pupils are enthusiastic about the range of activities and applications they have used. They get off to a good start in Year 1. Their environmental walk included use of a digital camera, and a Dictaphone was used to record what they heard in different locations. They used a good range of software and learnt how to control a floor robot. Older pupils enjoy the computer club, in which they consolidate their skills and have the opportunity to make more use of the facilities. Recently, they have used digital imaging and presentation software to record and present their learning to others. These and other experiences are made possible by the good level of resources that exists in school. These are managed well and deployed effectively to give pupils progression and continuity in their ICT work. The co-ordinator has a good grasp of what developments are needed to capitalise on the contribution of ICT to pupils' learning in all subjects and to the enhancement of teachers' classroom and management work. There is insufficient monitoring of pupils' work, and of teaching and planning. The views on standards and achievement are largely gained through discussions with colleagues, and whilst these are a valuable source of information they cannot give focused information on every pupil. The co-ordinator is aware of the need to monitor progress more closely and, in the interim, is establishing a portfolio of pupils' work to exemplify standards.

Information communication technology across the curriculum

71. Teachers and pupils use ICT facilities satisfactorily in other subjects of the National Curriculum. This has been a priority for development by the co-ordinator. In geography, aerial photographs and maps are used in the topic on a theme park for Hambleton, and research facilities are used for work in history. Numeracy and literacy work often includes the use of ICT.

HUMANITIES

There was too little evidence to support overall judgements on provision in geography, history and religious education.

72. In the one **geography** lesson seen, teaching was sound and standards were at the expected level. Curriculum coverage in Year 1 and 2 is satisfactory. Pupils find out about the main features within the village locality because teachers organise walks whereby pupils gain good first-hand experiences. Pupils learn to make comparisons between the local and the African harvests. Older pupils in Years 3 to 6 are taught through a thematic approach where good links are made with other subjects. In Year 6, pupils study the possibility of a theme park in the village and consider the impact of such a venture. They learn to read maps and write directions from York to their own village. Although this good method deepens pupils' learning, the approach is not consistently delivered in the school. In some classes, pupils produce extensive pieces of work covering several geographical issues relating to *Rainforests*, while pupils of similar age in other classes produce hardly anything.

73. In **history**, pupils in Years 1 and 2 examine old toys and learn the differences between these and modern day equivalents. They learn about the Great Fire of London and are taught to raise questions about why, when and how it happened. They learn about the diaries of Samuel Pepys and write their own diaries on burnt parchment. For pupils in Years 3 to 6 the approach to history is through a four-year rolling programme to ensure no topics are duplicated. There was very little evidence of work covered, with the exception of a topic on the *Aztecs* in Years 3 and 4. Subject leadership is satisfactory. Management is unsatisfactory, because the co-ordinator has not identified, from teachers' planning or pupils' work, that some pupils do not cover all the elements of the subjects that they should. This means that humanities skills for some pupils are not as developed as they should be. There are no assessments in place to guide teaching and learning.

74. In connection with work in **religious education**, the whole school benefited from a recent visit to a multi-faith centre where pupils experienced at first hand the ceremonies, signs and symbols of the Sikh faith. Following their visit, most classes made a written report, highlighting what they had enjoyed and symbols and artefacts that they recalled. The focus of the only lesson seen during inspection was the Sikh religion. The teacher prepared a mixed media presentation of Sikh music and the background to Guru Nanek. Recorded work seen in other classes varied in extent and depth; it represented work on the Christian faith, particularly by the younger age groups, and on Sikhism. Discussions with pupils showed that they remember studying other religions but have limited recollection of the beliefs, special artefacts, ceremonies, etc. Whilst they are able to talk about their knowledge of some religions, they do not reflect on their relevance to our daily lives and the world at large.

75. Religious education is planned according to the recently reviewed locally Agreed Syllabus. This is a whole-school long-term plan and includes a broad view of the Christian religion and topics based on several other faiths. There are close links with the parish church and local clergy. The school attends church on a regular basis to celebrate festivals of the Christian year. Visitors to school extend their experiences and knowledge. There is insufficient monitoring by the subject leader of pupils' work and teaching, and the delivery of agreed planning to ensure that the intended balance of studies is maintained.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

During the two-day inspection, too few lessons were seen in **art and design, design and technology, music** and **physical education** to make possible a secure judgement on provision.

76. Work on display in both **art and design** and **design and technology** met expected standards. Neither subject has been a high priority in the school improvement plan recently and the co-ordinator is keen to raise the profile of both. She recognises the need to ensure that the key skills in each subject are securely embedded as the school moves to a more cross-curricular approach to teaching and learning in subjects other than English and mathematics. There was certainly a strong emphasis on this in the one design and technology lesson seen, where Year 3 pupils were making Jack-in-the-boxes. To date there has been no opportunity to monitor the quality of teaching and learning or to model good practice. Overall, therefore, the leadership and management of both subjects are underdeveloped.

77. Work on display, together with discussions with pupils, shows that adequate time is allocated to both subjects and that pupils have a wide range of experiences. Year 1 pupils, for example, have cooked pancakes and designed and made a vehicle. Year 3 pupils have used tissue paper and water paint pencils and other materials to produce a rainforest collage, and have made puppets wearing uniforms, suitable for Reception children to play with. The influence of famous artists is in evidence in the work of older pupils, for example Fra Angelico as an inspiration for Christmas angels, and collages in the style of René Magritte. A recent residential visit had a strong emphasis on art and design, and this was an extremely valuable experience for older pupils. For example, they saw mosaics at Tullie House and then tried their own, made pots and masks at Weatherigg Pottery, visited a pencil museum, and enjoyed viewing and sketching the sculptures in Grisedale Forest.

78. At the time of the previous report, standards in **music** were found to be above average. The expertise and quality of teaching were assured by the deployment of the music specialist in teaching music to most classes. Whilst no judgement can be made on provision in music at this time, there is an issue of teacher expertise. In the limited amount of teaching seen, there was a common thread of good general teaching qualities not supported by sufficient subject knowledge and expertise. Basic misconceptions and confusion exist, for instance between beat, rhythm and tempo. In addition, teachers and pupils misname common classroom instruments. As at the time of the previous inspection, singing in assemblies remains weak. Many older pupils make little effort, and of those, too many do not attempt to sing at all. When they stood to sing their hymn, the potential to improve singing through improved posture was lost by those who folded their arms and slouched. There is a choir, though at the time of inspection it was not running. Of the pupils with whom discussions were held, all had at some time been members of the choir but had given up, which resulted in lost opportunities for them to develop good technique, quality and enthusiasm for singing.

79. When music was discussed with pupils, they described their use of untuned instruments in previous years but had infrequently used tuned instruments, i.e. those capable of playing a melody. Indeed, pupils have little understanding of the differing capabilities of tuned and untuned instruments and rarely use them to compose their own work.

80. The co-ordinator for music is relatively new to the role. Even though she lacks a musical background, she has, at this very early stage, drawn up a laudable action plan for the development of the subject. It focuses on key musical aspects as priorities. Resources are satisfactory in range and variety. Unfortunately, many of the tuned percussion instruments are in need of restoration to return them to playable condition.

81. Only two lessons in **physical education** were seen during the inspection so it is not possible to make any overall judgements. Both lessons showed good quality teaching where pupils' skills clearly improved during the sessions. In these lessons, standards were at the expected level. Pupils in Years 1 and 2 learn to control their body so they can move smoothly from a position of stillness to a travelling movement and again to a position of stillness. Older pupils in Years 4 and 5

worked very hard during the lesson and learned games skills, including passing and receiving balls. Subject leadership is good overall. Through questionnaires, the co-ordinator has taken steps to find out the strengths and weaknesses in teaching, and the subject now features in the school action plan. The co-ordinator has introduced schemes of work in dance to support teachers. Each Friday, pupils throughout the school participate in a different aspect of physical activity. The co-ordinator therefore teaches all pupils and has a good handle on standards, although assessment procedures are not yet in place. The school has good contacts with staff from Leeds United Football Club, who sometimes coach pupils. There are additional opportunities for pupils to develop their skills and interests in out-of-school seasonal activities, which include gymnastics for Years 1 and 2, and football, hockey and netball for pupils in Years 3 to 6.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

82. Provision in this area makes a positive contribution to pupils' learning. It is linked, wherever possible, to religious education and other subjects. In science, for instance, coverage includes drugs awareness and sex education. It does not, however, appear as a regular feature on timetables as a discrete subject. The school has recently completed its Healthy Schools programme and is awaiting accreditation.

83. Staff promote good personal and social qualities. They foster self-esteem and motivate pupils through praise, awards and celebrations of good attitudes to their work and peers.

84. The school encourages pupils to take on responsibilities and show initiative, increasingly so as they get older. Pupils are elected annually to a school council. Older pupils act as Buddies in the playground. They learn to take responsibility for themselves and others in their experiences at residential centres. In all classes, pupils are expected to assume certain responsibilities. As a result, pupils have a good understanding of the responsibilities of living in a community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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