

# INSPECTION REPORT

**INGLEBY GREENHOW CHURCH OF ENGLAND  
(VOLUNTARY CONTROLLED) PRIMARY SCHOOL**

Great Ayton, Middlesborough

LEA area: North Yorkshire

Unique reference number: 121503

Acting Headteacher: Miss A Gell

Lead inspector: Mrs L J Traves

Dates of inspection: 29<sup>th</sup> November - 1<sup>st</sup> December 2004

Inspection number: 267100

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary controlled  
Age range of pupils: 4 - 11 years  
Gender of pupils: Mixed  
Number on roll: 55

School address: Ingleby Greenhow  
Great Ayton  
Middlesbrough

Postcode: TS9 6LL

Telephone number: 01642 722675

Fax number: 01642 725353

Appropriate authority: The Governing Body

Name of chair of Mrs V Anthony  
governors:

Date of previous March 1999  
inspection:

## CHARACTERISTICS OF THE SCHOOL

Ingleby Greenhow is a small, rural Church of England school, situated near to Great Ayton, on the edge of the North Yorkshire Moors National Park. There are 55 pupils on roll, almost all of whom are of white, British heritage and speaking English as their first language. There are currently more girls than boys. The majority of pupils travel to the school from the surrounding villages and from the nearby small town of Great Ayton. They come from a mixed range of social and economic contexts, with an average percentage (10.5 per cent) being eligible for free school meals. Pupils are taught in 3 mixed age classes. One class contains the reception, Year 1 and Year 2 pupils and the other two classes contain Year 3/4 and Year 5/6 pupils, respectively. At present, they are taught by two permanent members of staff and one temporary teacher, seconded from another school until Christmas. From January, the Year 5/6 class will be taught by the acting headteacher and a newly appointed part-time teacher, on a shared basis. Parents of children with special educational needs often choose the school because of its small numbers and family atmosphere. As a result, an above average number (24.6 per cent) have special educational needs. These are mainly related to learning difficulties. An average percentage of pupils have a statement of special educational needs. A greater number of pupils than usual join the school other than at the normal starting time in reception. The school has faced challenging circumstances in the last few years, which have resulted in staffing instability. A new acting headteacher was appointed in September 2004.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24039	Mrs L Traves	Lead inspector	The Foundation Stage English as an additional language Mathematics Science Information and communication technology Art and design Physical education
19807	Mr K Osborne	Lay inspector	
27337	Mrs S Oultram	Team inspector	Special educational needs English Design and technology Geography History Music

The inspection contractor was:

CfBT Primary Associates  
Suite 13 West Lancs Technology Management Centre  
Moss Lane View  
Skelmersdale  
Lancashire  
WN8 9TN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet *'Complaining about*

*Ofsted Inspections*, which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>3</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>5</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>10</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>12</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>21</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school provides a sound standard of education.** It is improving rapidly under the very effective leadership of the acting headteacher, who joined in September. The quality of teaching is satisfactory overall. Some pupils' achievement has suffered because of the turbulent staffing situation of recent years, although for most it is satisfactory over their time in school. Currently, good teaching is accelerating learning throughout the school and is enabling pupils to achieve well in key areas, such as mathematics. However, older pupils could achieve more in information and communication technology (ICT) and English. The leadership and management of governors and other key staff are sound and improving. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The very good leadership of the acting headteacher is transforming the school;
- The strong teamwork and commitment of staff and governors is supporting improvement well;
- Pupils enjoy school, have good attitudes to learning and respect and care for others;
- Pupils with special educational needs and those in the Foundation Stage are provided for particularly well;
- Standards in English and ICT are not high enough at Key Stage 2;
- The leadership and management skills of key staff need further development.

Improvement since the last inspection is satisfactory overall, despite very little progress being made towards the key issues identified last time until very recently. Some aspects of the school's work had declined due to some challenging circumstances relating to staffing and leadership. Since September, improvement has quickly gathered pace, most significantly in the quality of teaching, the assessment of pupils' progress and the provision for pupils in the Foundation Stage and those with special educational needs. However, the issue of standards in ICT has still to be resolved.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - in the bottom 5 per cent nationally.*

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

**Pupils achievement is satisfactory overall.** Test results need to be treated with caution, because the small numbers of pupils in each year group skew the picture and make it difficult to identify trends. Nevertheless, the above table shows that English has been a weaker area in the tests for 11-year-olds for some time, when compared to schools



nationally and those in similar circumstances. Results in 2004 dipped in English and science, largely because of inconsistencies in teaching and the number of pupils with special educational needs, for whom English was a weaker area. The current Year 6 pupils are on course to reach above average standards in mathematics and average standards in English and science. Results at Key Stage 1 rose sharply in 2004, because of stronger teaching. In mathematics, results were in the top 5 per cent in the country and very high in reading and writing, when compared to all schools and even more impressive when compared to similar schools. The current Year 2 pupils are on course to reach above average standards in mathematics, reading and writing. Standards in ICT are broadly similar to those found in other schools at Key Stage 1, but at Key Stage 2 they are below this, because pupils have too few opportunities to use computers. Foundation Stage children do well in all areas of learning and achieve particularly well in their personal, social and language development. They are on course to meet or exceed the goals expected of them by the end of the reception year.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Pupils behave well, take care of each other and have good attitudes to learning. Attendance is below average, but improving.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. Teaching is satisfactory, overall.** A turbulent staffing picture over the last two years led to inconsistencies for a significant number of pupils and affected their learning. However, the current teaching picture is much rosier. During the inspection, the vast majority of lessons were good or better and in the Foundation Stage and Key Stage 1, teaching was never less than good, often very good and occasionally excellent. This is accelerating learning rapidly; however, for some pupils, particularly those in Years 4 and 5 in English, there are gaps in learning that teachers are working hard to identify and plug and for some, there is quite a bit of ground to make up. Pupils with special educational needs are provided with good quality support, which underpins their learning well. Teaching assistants make a significant contribution to learning. The curriculum is satisfactory. The school enriches learning well through visits, visitors and its links with the community. There is a successful partnership with parents, which also enhances learning. Staff have the best interests of the pupils firmly at heart and support them effectively, day to day. Procedures for ensuring pupils' welfare, health and safety are sound.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory overall.** The acting headteacher's leadership is very strong and a crucial factor in the school moving forward. She is well supported by the deputy head and staff. Governance is satisfactory. The governors fulfil most of their statutory responsibilities. They are strengthening their role in school development. Other staff need further development of their leadership and management skills to play a stronger part in school improvement.

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

Parents and pupils have positive views of the school. Parents feel that leadership and teaching are good. They are pleased that their children like school. They find the school

approachable. Pupils enjoy the activities and clubs they can take part in and are enthusiastic about the recent changes that have taken place. They would like to improve the playground and have better ICT facilities.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in English and ICT at Key Stage 2 and ensure that ICT is used more consistently across the curriculum;
- Develop the leadership and management skills of key staff to enable them to play a stronger part in the evaluation of the school's work and its future development;

and, to meet statutory requirements:

- Ensure that the Governors' Annual Report to Parents includes all the required information.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards are average and pupils achieve satisfactorily overall. However, pupils throughout the school are now making better progress than previously, as a result of good teaching. The small number of pupils in the Foundation Stage and those in Key Stage 1 are achieving well. Pupils with special educational needs achieve well. Boys and girls do equally as well as each other.

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

- Achievement has improved significantly at Key Stage 1;
- Pupils get off to a good start in the Foundation Stage;
- Standards in mathematics are above average at both key stages;
- Standards in English and ICT are not high enough at Key Stage 2.

#### **Commentary**

1. There were only 8 pupils in Year 2 and 10 pupils in Year 6; therefore the national test tables for both groups are not shown.
2. This is a small school and consequently, the number of pupils taking the national tests at the ages of 7 and 11 is always low and fluctuates year on year. Test results can, therefore, be misleading as one child can often represent a large percentage of the class. In addition, in some year groups the proportion of children with special educational needs distorts the figures. A higher than usual number of pupils also join the school after the usual starting time. These factors sometimes affect results from year to year. Until fairly recently, weaknesses in the curriculum and teaching for the younger children, identified at the last inspection, had not been rectified and progress was slower than it could have been for these pupils. This had an impact on the standards these pupils achieved at the end of Key Stage 1 and, consequently, they had a fair amount of ground to make up at Key Stage 2, particularly in English.
3. In the last two years, the school has faced challenging staffing and leadership circumstances and this has led to disruption in teaching for some pupils. It has had a particularly detrimental effect on learning for pupils currently in Years 4, 5 and 6. Last year's Year 6 were particularly affected and results in the national tests for English and science dipped. In English, they were in the bottom 5 per cent when compared to all schools nationally and to those in similar circumstances. In science, they fell to below average when compared to all schools and were broadly average when compared to similar schools. In mathematics, the picture was a stronger one, as it has been for a number of years, with pupils reaching above average standards. The current Year 6 pupils are a strong cohort and despite the past difficulties, they are likely to reach average standards in English and science and above average standards in mathematics. However, those in Years 4 and 5 have quite a bit of catching up to do. Evidence from the inspection indicates that stronger teaching and an improved curriculum in the last few months have already started to accelerate progress throughout the school. Although Key Stage 1 pupils suffered

some disruption last year, it was not as great as for those at Key Stage 2. Strong teaching from the deputy head and a long-term supply teacher well known to the school has enabled better progress to be made by these pupils than was noted at the time of the last inspection. Consequently, standards in the national tests in 2004 rose from being in the bottom 5 per cent in the country to being in the top 5 per cent in reading and mathematics and to well above average in writing. Inspection evidence suggests that the current small group of Year 2 pupils are on course to reach above average standards in reading, writing and mathematics.

4. Improvements in standards have been brought about through the very good leadership of the acting headteacher, and the commitment of staff to turning teaching round in a short space of time. Strong teamwork between all staff has led to more effective planning and assessment, particularly in English and mathematics, and a more interesting range of learning experiences. Better arrangements for those with special educational needs are ensuring that they make good progress in relation to their abilities. However, these features have been in place for a short period of time and the school is very clear that there is still more to be done, particularly in the key areas of English and ICT.
5. In ICT, standards are broadly as expected for children in Key Stage 1. Resources for the small numbers in this class are just about adequate, particularly when coupled with the good level of adult support and good organisation, which maximises teaching time. This ensures they make steady progress in all aspects. At Key Stage 2, standards are lower than they should be by quite a margin. Resources are poor and the pupils have not had the opportunity to develop their skills systematically or to use computers effectively in other curriculum areas. Aspects such as the control of objects by the computer and data handling are particularly weak.
6. When pupils start school, their skills vary. However, taken over a number of years, data shows that the majority have skills that are broadly as expected for their age. The current three Foundation Stage (reception) pupils have got off to a flying start. Inspection evidence confirms this and all pupils are on course to reach or exceed the expected levels (Early Learning Goals) in all areas by the end of the year. They are currently making the best progress in their personal and social development and in communication, language and literacy. This is underpinning their learning well in other areas.
7. In art and design, standards are broadly as expected at both key stages. There was not enough evidence to judge standards in design and technology, music, physical education, history and geography. However, with the exception of design and technology at Years 5 and 6, pupils appear to achieve satisfactorily overall.

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

Pupils have good attitudes to learning and behaviour is good throughout the school. Pupils' spiritual and cultural development are satisfactory and their moral and social development are good. Attendance in the school year 2003 to 2004 was unsatisfactory, but has improved during the current term. Punctuality is satisfactory.

### **Main strengths and weaknesses**

- Behaviour is good;
- Pupils take the responsibilities they are given very seriously;
- Good relationships are in evidence throughout the school;
- The school council is providing pupils with valuable experience of democracy and decision making.

## Commentary

8. The pupils are all very lively and friendly. They respond very well to lessons, particularly those that are delivered very imaginatively. They very much enjoyed the recent 'enrichment week' on the theme of the Yorkshire Moors, which included survival training, a field trip, working with an artist to make felt collages with a moorland theme and appropriate stories. Pupils behave well, both in lessons and around the school. They are keen to please their teachers and have strong relationships with them. Pupils also get on well with each other during work and play. There are few instances of bullying or harassment of any kind and these are dealt with effectively. The school's effective behaviour, anti-bullying and racial equality policies have been re-issued this term. The school council, which comprises of one pupil from each of Years 1 to 6, has already established good ways of working and sharing ideas. 'Playground Friends' have been appointed following a 'real' recruitment and selection process, and they keep an eye open for lonely or unhappy children in the playground. The school develops pupils' social and moral skills well. Visits and visitors are ensuring that children are developing an appropriate understanding of their own cultural heritage. Staff have identified the need to further develop multicultural education and have firm plans in place for a multi-ethnic enrichment week later in the school year.

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

Authorised absence		Unauthorised absence	
School data	6.3	School data	0.5
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.*

9. Attendance in the last school year was well below the national average for primary schools. This was largely due to severe weather conditions which closed the school on two occasions, though family holidays in term time were also quite common. Unauthorised absence was slightly above the national average, because no reason was recorded for some children being away from school. The school has now issued a statement of attendance requirements to all parents. Most pupils come by bus and there is little recorded lateness.

## Exclusions

10. There have been no exclusions in the past school year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching is satisfactory overall, although much improved. An appropriate curriculum is in place, which is enriched well through visits and visitors.

### **Teaching and learning**

The quality of teaching is satisfactory overall. This is because, despite the good teaching observed during the inspection, the impact over time on pupils' learning has been inconsistent. Disruptions in teaching and at Key Stage 1, teaching which was judged to be unsatisfactory at the last inspection, have had a significant impact on the progress of many pupils and in particular, those in Years 4, 5 and 6. The current teaching picture is much stronger. Consistently good or better teaching in the Foundation Stage and Key Stage 1 is ensuring that children get off to a strong start and build rapidly on their skills. Good teaching at Key Stage 2 is also accelerating progress and, as a result, pupils are starting to make up lost ground.

### **Main strengths and weaknesses**

- Teaching has improved significantly since the last inspection;
- Teaching in the Foundation Stage and Key Stage 1 is consistently good or better;
- Good relationships and positive attitudes underpin learning well;
- Good quality support is given to those with special educational needs;
- The teaching of ICT is unsatisfactory at Key Stage 2.

## Commentary

11. Children in the Foundation Stage learn rapidly and achieve well because of the consistently good teaching they receive. A key factor is the high quality planning of activities and the close assessment of pupils. This ensures that the 'next steps' in learning are clearly identified and tasks planned which match pupils' learning needs. Good teamwork ensures that pupils get a good deal, whichever member of staff they are working with. The pupils benefit greatly in some lessons from being taught for part of the time alongside the older children. However, staff are skilled at knowing when this is beneficial and when it would be better to teach them as a separate group.
12. Teaching has greatly improved since the last inspection, when it was judged to be unsatisfactory at Key Stage 1. The school has worked hard in a short space of time to bring about a consistency of approach. Throughout the school, teachers have high expectations of pupils' behaviour and work-rate and pupils rise to these by trying their best. Pupils have good relationships with their teachers and with each other and this underpins learning well. They listen closely to what teachers have to say and co-operate and collaborate well. As a result, learning time is maximised.
13. In the best lessons, teachers display confidence with the subject they are teaching. As a result, planning and the use of assessment are particularly effective and tasks are closely matched to the differing abilities of the pupils. In these lessons, teaching is often exciting and stimulating, and engages pupils really well. A good example of this was seen in a literacy lesson in the reception/Key Stage 1 class, where the staff taught the lesson in role as pirates. The pupils were completely 'hooked' and could not wait to carry out their writing task in response. Previous learning is effectively recapped and new learning builds effectively on this through clear explanations. This was a key feature, in particular, of the good mathematics lessons seen. For example, in a Year 5/6 lesson on perimeter, the teacher had identified from the pupils' response to work the day before that they needed the learning steps to be broken into smaller 'chunks'. A really good recap of the concepts, coupled with a clear explanation which involved and challenged all pupils, ensured that they 'cottoned on' to the idea and, as a result, made good progress.
14. In one or two lessons and occasionally in the analysis of children's work, there are times when the most able pupils could be challenged more effectively by the tasks provided. On a very few occasions, work is a little too challenging for some. At present, teachers are working hard to assess the pupils' capabilities and identify their particular learning needs in the absence of previous information on pupil progress. As a result, they do not always get the match quite right. However, this situation is improving as time goes on. The teaching of ICT is unsatisfactory at Key Stage 2 because the lack of hardware and limited software available makes it difficult for teachers to plan appropriate learning experiences for pupils in other subjects, or to teach skills systematically.
15. Pupils with special educational needs receive good teaching from all staff. Precise targets are set for them, which closely match their individual needs. Progress is accelerated because of the small group and individual programmes provided for them. Staff work very well with those pupils who have behavioural difficulties.

These children are settled and calmed quickly in order for them to achieve appropriately. The work of the classroom support staff has a very significant impact on pupils' learning. They have good expertise, work well with the class teachers and provide sensitive support for the children they work with.

16. Assessment arrangements are satisfactory overall and improving. The procedures for assessing the requirements of those who have special educational needs are now good and are the result of a significant amount of work by the co-ordinator. Similarly assessment procedures in the Foundation Stage are thorough and useful. As a result, all of these pupils are making good progress. Good systems are now in place for tracking progress in mathematics and English. Individual targets for pupils have recently been set and shared with them. These are being regularly updated as they are achieved. However, this work is in the early stages of implementation; it is, therefore, too soon as yet to judge the impact. The school has recently designed assessment systems for other curriculum areas, which appear to be manageable and useful. However, these have not yet been implemented fully throughout the school.

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	2	10	2	0	0	0

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

**The curriculum**

The curriculum is satisfactory and provides an appropriate range of worthwhile opportunities to cater for the interests, aptitudes and particular needs of the pupils. There are many valuable opportunities for enrichment, including out of school activities. The accommodation is good and resources are satisfactory.

**MAIN STRENGTHS AND WEAKNESSES**

- Provision in the Foundation Stage has improved and is now very good;
- The school's use of visits and visitors provides valuable enrichment;
- Provision for pupils with special educational needs is good;
- Many developments are in their early stages and the full impact of these is yet to be seen.

**Commentary**

17. The curriculum meets statutory requirements and has developing strengths. Equality of access and opportunity are good for all pupils. Planning, which was identified as a weakness previously, has now been extensively revised and the school is providing a significantly richer range of experiences for the pupils. There is a very thoughtful new approach to linking subjects. For example, when children learn about Ancient Egypt in history, they also learn about the River Nile in geography and design Ancient Egyptian jewellery as part of design and technology.



However, many of the improvements have only recently been implemented and the full impact on learning is not yet evident.

18. Pupils in the Foundation Stage are particularly well provided for. A lot of thought and effort has gone into ensuring that all areas of learning are effectively planned to meet the needs of the pupils. A huge emphasis has been placed on developing the outdoor play area and to ensuring that the activities children experience outside are of similar high quality to those they have access to inside the classroom. As a result, this area has been totally transformed from the time of the last inspection, when it was judged to be a weakness. Children benefit from the good quality teaching and support they receive and from the chance to learn alongside the older pupils.
19. The provision for special educational needs is a significant strength and has improved since the previous inspection. Clear systems are now in place to identify pupils' needs. Fully trained, experienced teaching assistants provide very effective support in lessons and through individual and small group work; they make a very valuable contribution to learning. Individual education plans are well written and promote access to learning effectively. Targets are specific and manageable and progress towards achieving them is noted. Very skilful leadership by the co-ordinator is leading to a productive working relationship with parents, teachers, support staff and outside agencies. The school does not yet maintain a register of gifted and talented pupils but has identified the need to do so.
20. Opportunities for enrichment are good. Recently, the school held an 'enrichment week'. Visitors, such as a park ranger, members of a locally based army regiment and an arts group, worked with the children. The focus was on the local environment. Many parents were also involved and the work that resulted from the week shows the children's excitement and commitment to the project. Children say that they particularly like being given the opportunity to choose which of the impressive list of clubs to belong to and parents also pointed to this as an aspect of the school's work that they really appreciate. Children are learning to speak French and are beginning to hold simple conversations. In recorder club and choir, the children are preparing for their Christmas performances. There is a high level of enjoyment in belonging to the clubs and the children all try their very best. Visits in school time to places such as Headingley, give the children opportunities to talk to people involved in sport. Their writing, following the visit, showed that this has a profound effect on them. These high quality experiences are also helping the children to develop their personal and social skills well.
21. The expertise of teachers and support staff is used well to ensure that the learning needs of pupils throughout the school are met. The school makes good use of individual staff expertise to strengthen the curriculum and enhance learning opportunities. Administrative, lunchtime and maintenance staff also make a valuable contribution to the children's' education and personal development. The building provides an attractive learning environment. Although currently the school playground is not very stimulating, there are plans to improve this. The children are fully involved in planning these improvements. The Foundation Stage and Key Stage 1 outdoor area has been very effectively developed. It is attractive and used very well to support learning for these children.

22. Overall, resource provision is satisfactory. Resources to support the teaching of English are now good but they are unsatisfactory to support the ICT curriculum and music.

### **Care, guidance and support**

Pupils are provided with satisfactory support, guidance and advice. Pupils are involved well and their views are sought and acted upon.

### **Main strengths and weaknesses**

- There are good systems to welcome 'new' pupils;
- Pupils are valued and are consulted through the school council;
- Pupils' achievements are celebrated well in the weekly assembly;
- Some health and safety requirements are not fully in place, although pupils' day to day welfare and safety are provided for satisfactorily.

### **Commentary**

23. Staff have the best interests of the pupils firmly at heart and, in a short space of time, have built up trusting, caring relationships with them. As a result, pupils are happy and secure in the warm, friendly environment that has been created. Pupils and parents report that they value this aspect of the school's work highly.

24. The acting headteacher has sensibly requested advice from the local education authority to ensure that all systems for health and safety are fully in place. This has revealed some shortcomings, for instance in risk assessments, which have to be remedied within six months. However, regular inspections took place in 2003 and the main systems for checking equipment, fire precautions, fire drills and accidents were already in place and effective. Child protection arrangements are adequate. Security arrangements are good and enable children and staff to work and play safely.
25. Good systems have been put into place to support those pupils with special educational needs. Support staff are effectively deployed to ensure that pupils' needs are well catered for and good quality individual education plans underpin their learning well. The school is in the early stages of implementing procedures for the identification and support of pupils with particular gifts or talents. The newly implemented procedures for target setting in English and mathematics are helping pupils have a clearer understanding of what they need to learn next, although this needs time to bed in. The school is working hard to develop the arrangements for welcoming the higher than usual number of pupils who join the school other than at the usual starting time. For example, members of the school council now show new arrivals around the school. 'Playground Friends' also play a valuable role in making others feel safe and happy. The school council takes its responsibilities very seriously. It has already recommended that improvements to the playground equipment should be made. The school has been adapted for disabled pupils and staff, and the newly created play area for the reception class is exciting and attractive. The school places a strong emphasis on celebrating children's achievements and skills, for example in the Friday assembly when pupils show and tell their work, and when 'Star Pupil' and 'Pupil of the Week' awards are given out. They beam with pleasure as they receive their awards in front of their classmates and parents and their self-esteem is visibly raised.

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

Links with parents and with the local community are good. Links with other schools and colleges are satisfactory.

### **Main strengths and weaknesses**

- Parents' views of the school under the leadership of the acting headteacher are good;
- The school is working hard to rebuild the confidence of parents and to seek their views;
- The Friends of Ingleby Greenhow provide valuable financial support;
- There are good links with the parish church.

### **Commentary**

26. Parents expressed their confidence in, and appreciation of, the acting headteacher and the teaching staff. They are pleased that their concerns over the difficulties of the previous school year have been taken seriously and with the rapid improvements made. They welcome the after school clubs set up in response to their questionnaire replies and are full of praise for the staff giving up their time for

these. Information for parents has been improved in both quality and frequency of publication. Parents now find the regular newsletters interesting and informative. The Governors' Annual Report to Parents for 2003 / 2004 does not meet statutory requirements but this is understandable, given the circumstances. There are also a few minor omissions from the prospectus. However, the school is now aware of these issues and is addressing them.

27. The Friends organisation gives very good support to the school. It has funded much needed improvements to the school's stock of books and contributes to pupils' learning by paying, for example, for coach hire for visits. The links with the parish church continue to be good and the vicar makes regular visits to take assembly. The local community provides good support for learning through, for example, the Park Ranger Service and the local library service. Governors made the point that residents of outlying villages also value the school greatly and support it where possible.
28. Links with local schools and colleges are satisfactory. There are sound induction arrangements for pupils joining in reception. Transfer arrangements to secondary school are also satisfactory. Technician support for ICT from the local high school is provided once a term. The acting headteacher is in the process of developing and strengthening links with other primary schools in the local cluster and of further developing joint projects with the local high school.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are satisfactory overall. The acting headteacher's leadership of the school is very strong and effective. Management is satisfactory and set to improve, as new systems bed in and other staff are enabled to play a greater part in school development. Governance of the school is satisfactory. Governors now have a clear understanding of how the school should develop.

### **Main strengths and weaknesses**

- The very effective leadership of the headteacher is transforming the school;
- There is good teamwork between the headteacher, staff and governing body in moving the school forward;
- There is scope to develop the leadership and management skills of other key staff.

### **Commentary**

29. The very strong and effective leadership of the headteacher is the driving force for school improvement. In a very short time, she has successfully managed to stabilise a very difficult and challenging situation and win the confidence and trust of staff, pupils and parents. This is because of her skill, dedication and hard work. As a result, morale in the school has improved significantly and there is a real energy and 'can do' attitude in evidence. She has been effectively supported in this by the increasingly active governing body and the willingness of all staff to play their part. Staff report that it is now a joy to come to school in the morning. Parents at the pre-inspection meeting were full of praise for her leadership and what she has

accomplished for the benefit of their children. The children themselves are also pleased with the changes that have taken place and the part they have been given in developing the school. The headteacher has set a very clear direction for the work of the school and all have taken her vision on board.

30. Since the last inspection, little had been done until recently to address the key issues identified. Some areas that were judged to be good last time, such as the school's relationship with its parents, had declined. The acting headteacher has clearly identified the most pressing issues and prioritised these effectively in a thorough, workable interim school development plan. This is continually being updated as action is taken and new priorities emerge. It is guiding the work of the school well through a transitional period.
31. The governing body have played a key role in sorting out the challenging staffing and leadership difficulties that were having a detrimental impact on teaching and learning. They now have a much clearer idea of the strengths and weaknesses of the school because they are not only provided with good quality information on which to base their judgements but are also welcomed and encouraged to find out about the work of the school first hand. This is in its early stages but is already enabling them to be more closely involved in key aspects of the school's work, such as ensuring adequate staffing arrangements. A good achievement has been the prudent use of funds to provide more non-teaching time for the headteacher this term, to allow her to carry out her role more effectively and put new systems in place. This has had a good impact on most areas of the school's work.
32. Financial management is sound. The school's finance officer provides good quality support and information to assist governors in making decisions and checking on value for money. The headteacher has identified the need to develop her own skills in this area. Budget balances are earmarked to improve resources, particularly in ICT, and to sustain staffing levels. The school secretary provides efficient and effective day to day support, which enables the headteacher and staff to get on with their jobs without unnecessary distractions.
33. Other staff with management responsibilities have either only just taken over their areas or have had little training in the past few years to enable them to carry out their roles to maximum effect. The headteacher is currently working alongside staff to ensure they have a good knowledge of their areas and can take an increasing share of the workload of managing the school and evaluating its work. A positive start has been made but there is a need for key staff to develop their skills further. A real success story is in the area of special educational needs, which has been totally revamped by the co-ordinator in conjunction with the headteacher. As a result, there are now appropriate systems in place for the identification and support of these pupils and the impact can already be seen in the progress they are making.

## Financial information

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

Income and expenditure (£)	Balances (£)
----------------------------	--------------

Total income	241,332
Total expenditure	262,844
Expenditure per pupil	4,090

Balance from previous year	44,833
Balance carried forward to the next	33,321

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**. Teaching is good overall. It is sometimes very good and, on occasions, excellent. There are currently three children in the Foundation Stage and they are taught in a class alongside the Year 1 and Year 2 pupils. When they enter school, their skills are broadly typical of children of a similar age. Children achieve well in all areas of learning and they do very well in their personal, social and emotional development and in communication, language and literacy. A rich range of practical, 'hands on' experiences is provided in each area of learning and the outdoor area is particularly vibrant and exciting. Activities are carefully planned to ensure a good balance between those that children choose and explore for themselves and those that are directed by adults. Children's progress is monitored well to ensure that the next learning steps for each individual are carefully tailored to meet their needs. Very good leadership and management of the area have resulted in strong teamwork between all staff.

### Main strengths and weaknesses

- Teaching is lively and exciting and engages children;
- Teaching assistants support children's learning very effectively;
- Staff have high expectations of children's involvement in learning;
- Close attention is paid to children's personal and social development;
- Good quality planning and assessment ensures that children's learning needs are fully met;
- Children benefit greatly from being taught alongside the older children, yet having specific opportunities to explore for themselves and to be taught as a separate group.

### Commentary

34. A high priority is given to children's **personal and social development**. Staff provide excellent role models and have high expectations of children in this area and they rise to this. Staff ensure that opportunities for development and reinforcement are woven into all areas of learning. The current reception pupils are likely to exceed the goals set for them in this area. Children are very happy and secure in the classroom and demonstrate good attitudes to learning. They show very good listening skills for their age, for example when following instructions in their gymnastics lesson. Independence is developing well and children are able, for example, to get out the resource boxes from the shed to help set up the outdoor play area, and to undress and dress themselves for physical education. Children share equipment sensibly and concentrate on activities really well, both with and without direct supervision. As a result, learning is maximised. Children benefit considerably in this area from the very good examples set by the older children in the class.
35. Very good teaching in **communication, language and literacy** ensures that pupils make very good progress. Most pupils are likely to exceed the goals set for

them by the end of the reception year. The children's imaginations are fired and their interest caught by inspirational teaching in some lessons. For example, in one lesson all the staff dressed as pirates and carried out the whole session in role. As a result, the children were bursting at the seams to write their instructions of how to be a pirate. Writing opportunities are provided in most areas of learning; for example, children make notes of the birds they have seen in the outdoor 'bird hide'. All the adults who work with the children are skilled at encouraging talk in all activities. They use questions very effectively to draw out what the children already know and develop this further. As a result, they use talk effectively to explain, describe, reason and negotiate. Very productive use is made of role play, both inside and out of doors to develop speaking skills. For example, they take on different roles in the 'Fruit and Veg Shop' and become 'ramblers and birdwatchers' in the 'moorland shelter' and the 'bird hide'. Early reading skills are also developed effectively. Systematic teaching of letter sounds ensures that pupils build on their skills progressively and they demonstrate great enjoyment of books and stories. There is a good balance achieved between children working with their older classmates and undertaking focused group activities separately. All children are stretched and challenged very effectively through working alongside the other children in the shared part of literacy lessons.

36. Children achieve well in **mathematical development** in response to good teaching and are on course to meet or exceed the goals set for them. Children are provided with a good range of interesting, practical activities and are encouraged to find out for themselves through, for example, making patterns, sorting objects and exploring sand and water. Teaching engages their interest through the use, for example, of 'Daz the mermaid' puppet, who helps them with their counting. During the parts of numeracy lessons shared with the older children, the teacher carefully poses questions at just the right level of challenge for the reception pupils, so that they are fully included and experience success. This develops their self-esteem. Children confidently count on to and back from 10 and reorganise the 'naughty robins' on a number line when they get themselves out of order. The staff are all skilled at teaching the correct mathematical vocabulary and questioning children to encourage them to explain their thinking. Good opportunities are provided for children to use computer programmes to reinforce basic skills.
37. A particularly rich and varied range of practical activities is provided in the area of **knowledge and understanding of the world**, which encourages and stimulates children to explore and investigate their surroundings. As a result, children achieve well and are on course to meet the goals set for them by the end of the reception year. A particular strength is the way in which activities are set up outdoors, as well as inside the classroom, to entice the children to learn. For example, they use the binoculars to watch the many different birds who visit the outdoor play area and are adept at using the cards provided to 'spot' the different species. They weed the garden and plant bulbs to watch them grow and make the school more attractive. Visits and visitors are used well to enrich pupils' experiences. Pupils derived great benefit from the recent enrichment week in which they explored their own surroundings in the North Yorkshire Moors National Park, with the help of the Park rangers, the army and rural craftspeople. There are many activities on offer for children to choose for themselves; for example, they build with construction toys and use 'small world' equipment. They use the computer regularly and are



developing their mouse skills effectively using, for example, the 'Dress the Teddy' programme.

38. Provision for **physical development** is very good and children are on course to exceed the goals set for them by the end of the reception year. A good range of activities is provided, both indoors and outside, to enable them to develop both their large movements and their manipulative skills. Children have daily, well planned and organised opportunities to develop their large movement skills outdoors, using wheeled toys and climbing equipment. Regular games and gymnastics sessions are held in the hall. For example, during the inspection a very good gymnastics lesson was seen, in which children were challenged to the limit in developing their curling and stretching skills. Good use was made of the digital camera in this lesson to capture their performance for future reference. They really benefited from the very good examples provided by the older children. Pupils' manipulative skills are also developed well through opportunities, for example, to write, colour, thread beads and do jigsaws.
39. Children achieve well and are on course to reach the standards expected by the time they enter Year 1 in **creative development**. Teaching is good and plenty of good quality opportunities are provided for them to work with a range of tools, materials and media. For example, pupils mix colours to paint pictures of bonfires and use a range of techniques to build a home for a hedgehog. Role play is a key feature and children's imaginations are developed very well through the opportunities to take on roles and act out scenarios, for example in the 'Moorland Shelter'. Pupils have appropriate opportunities to respond to music, to sing rhymes and songs and to play a variety of instruments.

## SUBJECTS IN KEY STAGES 1 and 2

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Pupils achieve particularly well in Key Stage 1, as a result of high quality teaching;
- Pupils with special educational needs are very well supported;
- Pupils in Key Stage 2 could achieve more in writing and some aspects of reading;
- Standards of handwriting for older children are below average.

## COMMENTARY

40. The very small numbers of pupils taking the national tests each year make it difficult to draw reliable conclusions from the results. However, the results in Key Stage 1 this year have risen and are now above average. The inspection evidence indicates that pupils get off to a good start and that they achieve well. The results for pupils in Year 6 have not been good, but the current Year 6 are now attaining standards which are average. However, their writing skills are not as strong as their reading skills. The reading skills of the more able pupils are not as high as they should be. However, there are pleasing signs that progress is accelerating in Key Stage 2, because of the recent improvements in teaching and the curriculum.

41. In Key Stage 1, systematic teaching of phonics is ensuring that children learn their letter sounds and are able to put these together to form words. Consequently, their standards are above average. Higher attaining pupils are confident, expressive readers. Average pupils make good progress but do not have quite the same level of confidence. Those with special educational needs are sensitively supported by teaching assistants to ensure they are fully included and progress well. Group teaching of reading, carefully matched to different ability levels, is ensuring that children are learning to use a good range of strategies to work out the meaning of unfamiliar words. Good assessment is also enabling staff to pinpoint the next learning steps accurately.
42. By Year 6, the majority of pupils read confidently and expressively. However, recent analysis of test answers shows that higher level skills of comprehension are not as strong as they could be. The school is working hard to address this problem. Previous teaching has not always emphasised enough of the qualities of language that authors use to craft different types of stories. Consequently, pupils capable of reaching higher levels do not always achieve as well as they could when they come to express their ideas in writing.
43. Pupils in the infant class achieve well in writing. There are many rich opportunities provided for them, such as thank you cards, lists for their shop and book reviews. They write instructions for their bird table and how to dress like a pirate. In Year 6, the children's work is more of an average standard. This term, the teachers are planning for pupils to write for a good range of purposes, both in their English lesson and in other subjects such as history and science. This is resulting in better work. Despite this, standards in Years 4 and 5 are still below what they should be. Standards of handwriting in Year 2 are good. Although in their handwriting books the standards of older children are satisfactory, this does not transfer to their writing tasks; consequently, standards are too low. A similar picture is true for spelling and punctuation, where some children have been allowed to develop careless habits. The school knows about this and has firm plans to improve the situation.
44. Overall, the impact of teaching over time is satisfactory. However, during the inspection most teaching was good and this is a key factor in accelerating learning. In Key Stage 1, one lesson observed was excellent.

The children returned from playtime to find three pirates in their classroom. They were stunned and more than a little excited. The 'deal' was that if they could complete their work well enough they could all become 'pirate kids'. Each task was very demanding. The first, 'How to dress as a pirate', involved identifying each item of clothing; striped jumper, cut off pants, attached hook, parrot. Then they had to quickly learn a song to reinforce their learning. The last line involved the greeting 'oooh! arghh!' Like lightning, the children learned the song and the 'oooh, arghh' was chanted with relish! Harry the pirate, the class teacher, was hilarious. He had difficulty with spelling, reversed letters and couldn't sort out what he called 'the captain letters'. The children corrected his mistakes, wrote their own lines accurately on the board and 'taught' Harry about 'capital letters'. The standards of all aspects of English were very high. The lesson was inspirational and thankfully all the children were awarded the status of 'pirate kids'.

45. Recently, the school has introduced individual targets for writing. The children like this and the system is working well. Marking overall is good. It is encouraging, diagnostic and regularly tells children what they need to do to improve.

46. Leadership and management of the subject is satisfactory. The co-ordinator, who teaches the infant children, is well placed to share her expertise with her colleagues and is now being encouraged and supported in doing so. She has worked very hard to extend the range of reading materials and the books recently bought are well organised and easily accessible. She has a clear understanding of the strengths and weaknesses of the subject through the recent analysis of pupils' work. There is a clear plan of action for improvement.

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

47. Good use is made of pupils' language and literacy skills in other subjects. For example, in an art lesson older pupils discussed the making of the collages to depict scenes from 'A Midsummer Night's Dream'. They planned together, negotiated, argued and made decisions. In geography, younger pupils decide what items Barnaby Bear will take on his holiday in hot and cold countries. They draw the items and write captions and labels. Insufficient opportunities are provided for children to use ICT as part of their work.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Standards are above average at both key stages and pupils achieve well, as a result of good teaching;
- There is good support for pupils with special educational needs;
- Pupils are given good opportunities for problem solving and practical work;
- More use could be made of mathematics across the curriculum.

#### **Commentary**

48. Standards for the current Year 2 and Year 6 pupils are above average and pupils achieve well in response to good teaching. This is an improvement since the time of the last inspection, when teaching at Key Stage 1 was judged to be unsatisfactory and standards at both key stages were average. In Years 4 and 5, standards are closer to average because the pupils in these classes are suffering the effects of the disruptions to learning caused by instability of staffing in the recent past. The school has identified this as an issue and is working hard to identify gaps in learning and plug them through good teaching and focused support for those with learning difficulties. The measures taken are already starting to have a beneficial effect.
49. Despite the effects of the small number of pupils in each cohort, which can significantly skew test results from year to year, standards have often been above, or well above, average at Key Stage 2 in the last four years in relation to all schools nationally. In 2004, results in the national tests for 11-year-olds were also above average in relation to schools in similar circumstances. Pupils build well on their previous attainment in the infant class. At Key Stage 1, results in the national tests for 7-year-olds have fluctuated and they dipped significantly in 2002. However, they have risen sharply in the last two years in response to better teaching. In 2004,

results were in the top 5 per cent in the country, both in relation to all schools nationally and similar schools.

50. Teaching is good overall. An analysis of pupils work indicates that, throughout the school, children are covering all the required elements of the curriculum in good depth, with plenty of opportunities to apply their knowledge and skills in different contexts. Work is thoroughly planned to match the needs of the different ability groups in the mixed age classes and is usually appropriately challenging for all. For example, in a Year 5/6 lesson the teacher gave all groups 'open-ended' problems to solve regarding perimeter. The more able pupils were stretched to the limit by a task which required them to decide on the best size and shape of sheep pens that could be made with 28 metres of wire. They demonstrated the ability to apply their previous learning to the task, to collaborate well and to record their work independently. The less able group carried out a practical measuring task, with good support from the teacher, which reinforced their understanding effectively. Occasionally, despite careful planning, work is not matched closely enough to children's abilities. This is because staff have little previous information on pupils' past performance to draw on when planning work. However, teachers are getting to grips with this as they make good use of the new assessment procedures that have very recently been put into place and as they get to know their new classes better. When this happened in a Year 3/4 lesson on equivalent fractions, the teacher recognised the need to slow the pace and consolidate previous learning before moving on. The use of ICT to support work in mathematics could be more regularly planned at Key Stage 2. The oldest children have limited understanding, for example, of the use of databases and spreadsheets.
51. In Key Stage 1, children were totally 'switched on' to mathematics because of the high expectations and good level of challenge provided for them. The mental mathematics session at the beginning of the lesson really kept them on their toes, and the Year 2 pupils showed that they were adept at counting on and back in 10's and 5's and soon moved on to adding '10 more' from a given number. More able pupils were stretched even further by being asked to work out '10 less' and explain their strategies. Later, in a focused group activity with the teacher, these pupils showed their confidence with numbers as they gave the teacher lots of facts about the number 55, including 'its an odd number because it ends in a five' and 'Its 10 more than 45'.
52. The teamwork between the class teachers and the teaching assistants is exceptionally good and has a strong impact on the progress of all pupils. Children with special educational needs are sensitively and effectively supported to ensure they make good progress.
53. The acting headteacher is leading and managing the subject. She has made a good start in identifying the strengths and weaknesses and in putting a clear plan of action in place.

#### MATHEMATICS ACROSS THE CURRICULUM

54. There was very little evidence in pupils' work of opportunities to use mathematics in other areas of the curriculum, particularly at Key Stage 2. For example, there were

few instances of pupils using graphs in science or measuring accurately in art and design. At Key Stage 1, good use was made of a floor robot to help children estimate length and to learn about direction.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- A rich range of practical experiences is provided;
- Pupils with special educational needs are well supported;
- More able pupils could be challenged more effectively to pose their own questions and devise their own investigations;
- More use could be made of ICT in science.

### **Commentary**

55. Standards are average at both key stages and children achieve satisfactorily. There was a downturn in results in the national tests for 11-year-olds in 2004 to below average. This was partly as a result of the small numbers of children taking the tests, where one child represented 10 per cent, but also because of inconsistencies in teaching which affected the less able pupils in particular. More able pupils did well, with an above average number reaching the higher level (Level 5). At Key Stage 1, all five pupils achieved the average level and an above average percentage achieved the higher level (Level 3). Inspection evidence indicates that standards for the current Year 2 and Year 6 pupils are average. The school is working hard to provide a rich range of practical experiences for all pupils and is placing a strong emphasis on investigative work. This is starting to pay dividends and pupils report that, as a result, they enjoy science. However, this is a recent innovation, particularly at Key Stage 2 and is not yet fully embedded. Some pupils have quite a bit of ground to make up and the oldest, most able pupils could achieve more. Currently, they lack the independence to pose questions, set up experiments themselves and choose the equipment they might need for the task. They rely quite heavily on teacher direction and teachers do not always push them far enough. Similarly, at Key Stage 1 more able pupils could sometimes be more effectively challenged by the recording tasks they are given.

56. A strength of provision is the support for pupils with special educational needs. Classroom assistants have good expertise and are skilfully deployed so that pupils in the mixed age classes often have focused teaching in small groups. This benefits all pupils and those with special educational needs make good progress as a result. Another strength is the use of the school grounds and its stunning location in the North Yorkshire Moors National Park for practical work on the environment. Visitors are used to good effect to catch pupils' interest and deepen their understanding. In a Key Stage 1 lesson, children were almost on the edge of their seats as they watched the slides and listened to the talk given by a visitor from the local Hedgehog Sanctuary. By the end of the session, they had become experts in their own right about the needs of the creatures and were bursting with questions and

with their own hedgehog anecdotes. A weaker area is the use of ICT to support work in science. This is not yet systematically planned for throughout the school.

57. Although the impact of teaching over time is satisfactory, the lessons seen during the inspection were good and an analysis of pupils' work since September indicates that progress is accelerating and pupils are building progressively on their skills. In a Year 3/4 lesson, pupils were applying their knowledge of electricity to making a range of games, using buzzers and bulbs. They were totally absorbed in their tasks and worked very well together. In Year 6, tasks were planned to ensure a varied level of challenge for pupils of different abilities, as they investigated how the number of components in an electrical circuit affected the flow of electricity. Pupils were encouraged to predict and investigate, with the most able pupils being given a more 'open-ended' investigation. However, these pupils could have been stretched further if they had been required to pose their own questions and design their own investigation based on these. Pupils with special educational needs were fully included and sensitively encouraged to make their own predictions and test them out. As a result, they were full of confidence in their abilities and experienced success.
58. Leadership and management of the subject are satisfactory. There are clear plans in place to guide future developments but, as yet, these are in the very early stages of implementation.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

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

- Standards have not improved sufficiently at Key Stage 2 since the last inspection and are below those expected;
- Better teaching at Key Stage 1 has improved standards;
- Resources are improving but are still insufficient, particularly at Key Stage 2;
- ICT is not used well enough to support work in other subjects at Key Stage 2, although staff are working hard to address this;
- There is a comprehensive action plan in place to support future developments.

### **Commentary**

59. Standards in ICT are broadly as expected for pupils at Key Stage 1. These pupils achieve steadily. At Key Stage 2 it is a bleaker picture, with standards being below those expected for pupils of this age. For these pupils, achievement is unsatisfactory and particularly so in data handling and the use of computers to control external events. Little has been done until recently to address the issues identified at the last inspection. As a result, pupils in Key Stage 2 have not had enough opportunities to enable them to build on their skills progressively from year to year. Unsatisfactory leadership and management of the subject, lack of equipment and inconsistencies in teaching have also played a large part. As a result, many pupils, particularly in Years 4, 5, and 6, have poorly developed skills and a shaky knowledge of how computers can be used for learning. Some, but not

all, pupils have computers at home and these fare slightly better. However, the pupils themselves know that their standards are not high enough and express concern about their transfer to secondary school and how this will affect them. The school has identified this as an area for urgent action and comprehensive plans and costings have been drawn up to ensure that developments can take place in the very near future.

60. Improvements in standards at Key Stage 1 have been brought about through stronger teaching in the last two years. Consequently, these pupils and those in the current Year 3 group have had a better deal. Smaller pupil numbers and class organisation has enabled the available resources to be used more productively. Pupils use equipment such as listening centres and videos with ease. They are becoming adept at using the digital camera to capture interesting work undertaken. Pupils have programmed a floor robot decorated as a hedgehog to enable him to reach his food, making good use of mathematics skills to estimate distances and identify directions. They have sound mouse skills and can use the appropriate keyboard functions, for example when using a 'paint and draw' programme. As a result, they are confident with the equipment and software they use. At Key Stage 2, teaching is unsatisfactory. Staff are working hard to identify opportunities for pupils to use ICT more regularly. However, they are severely limited in what they can achieve by the lack of resources and the pupils' underdeveloped skills. They are also hampered at present by a lack of any information on the pupils' past progress. However, during the inspection some good work was seen, which bodes well for the future. For example, in a Year 3/4 history lesson pupils used CD-ROMs effectively to research life on board ship in Tudor times.

### **ICT across the curriculum**

61. Pupils' use of ICT to support work in other subjects is unsatisfactory at Key Stage 2. It is limited by a lack resources. As a result, insufficient planned opportunities are provided for pupils to use the computer as a learning tool. The school has begun to address this issue and there is now an appropriate range of programmes in place, which are used soundly to reinforce basic skills in English and mathematics.

### **HUMANITIES**

62. No lessons were seen in **geography** and only one lesson in **history**; therefore, no overall judgements can be made about provision in these subjects. Good use is made of the local environment and places of interest, which helps to bring the subjects alive for pupils.
63. In Key Stage 1 in both history and geography, pupils' achievement is typical of what is expected for those of similar age. For example, in Key Stage 1 they can identify what clothes and equipment are suitable to take on holiday in either a hot or cold climate. They know how lighting has changed from only candles and rush-lights to the use of modern day electricity. In Key Stage 2, pupils are also achieving steadily. In Year 6, through their work on the Ancient Egyptians, they know that the lives of people were very different. They also know about the effects of the climate in Egypt and the importance of the River Nile, both historically and in present times.
64. There are good opportunities for children to apply their literacy skills in both subjects. For example, younger children write down questions they would ask Guy Fawkes; in Years 3 and 4 children act out the jobs which sailors had on the Tudor

worship The Mary Rose, and the oldest children construct an extensive flow chart of life in Ancient Egypt, showing information gleaned so far.

65. Resources for both subjects are just satisfactory but the school has firm plans to improve these in the near future, as the curriculum is further developed.

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

66. No lessons were observed in **design and technology** or **music** and only one gymnastic lesson in **physical education**. Consequently, no overall judgements are made about standards or teaching and learning in these subjects.
67. In design and technology, the standard of work seen in the very small samples available show that children's achievement is broadly as expected in Years 3 and 4, but not in Years 5 and 6. The school has identified what needs to be done to raise the profile of the subject and develop pupils' skills progressively. However, this has not been a priority in recent months.
68. In music, pupils at both key stages sing sweetly and enthusiastically in assemblies. They know how correct posture can enhance the sound. In their recorder club, although most children have only just begun, they already know how to perform together. They try very hard and practise at home. The final piece that they played in the club, observed during the inspection, was challenging for them but they rose to the occasion and were pleased with the results.
69. In the very good physical education lesson observed, Key Stage 1 pupils were achieving very well in developing their skills of stretching and curling. All were very effectively challenged to develop their movements in response to the teacher's expert instructions. The lesson built well on pupils' previous experiences and their performances were used very well to help them refine their skills. Pupils with special educational needs were well supported in undertaking the tasks by the teaching assistants. Swimming is an aspect for development that the school has identified. Currently, the only pool within a reasonable travelling distance is fully booked throughout the week and the headteacher is liaising with the local education authority to try to bring about a resolution of this situation. The subject is enriched through visits to places such as Headingley, to learn about Rugby League and cricket, and the out of school football coaching and games clubs.

### **Art and design**

Provision in art and design is **good**.

### **MAIN STRENGTHS AND WEAKNESSES**

- Teaching is good;
- Learning is enriched effectively through the use of the local environment and through community and parental involvement;
- More use could be made of ICT to support learning.

### **COMMENTARY**

70. Standards are broadly typical at the end of Year 2 and Year 6. However, innovative organisation and enrichment of the curriculum is accelerating learning. Work



produced as a result of involvement with local community craftspeople and, as a result of study of the local environment, is of a higher standard than usually seen at both key stages. Displays show good development of skills and techniques in work such as the stunning felt pictures produced with input from a rural crafts group and the mushroom collages representing life in this rural environment. As well as during 'Enrichment Weeks' when art and design is a major focus for the work undertaken, weekly lessons are innovative in that the school splits into two groups, one containing reception to Year 3 pupils and the other comprising of Year 4, 5 and 6 pupils. All staff, including the headteacher, are involved and parents are drafted in to support and share their skills with the children. This organisation enables tasks to be planned which meet the needs of the different age groups and abilities.

71. Teaching is good. During the inspection, older pupils were working on interesting collages, using different fabrics to interpret scenes from 'A Midsummer Night's Dream', the text they were studying in literacy. They chose fabrics for their texture and colour, overlaying them to achieve the desired results. Throughout the lesson, they worked with concentration, collaborated well and produced some really evocative scenes. However, a small number of pupils are not as dexterous as they could be, largely because there have been gaps in their skills development in the past. In the younger age group, pupils' imaginations were caught and they gasped in wonder as the teacher produced a working model of a Victorian merry-go-round, which lit up, and told them they were going to make their own pictures of the fairground at night. They used a variety of techniques including cutting silhouettes and printing with a range of different objects, to produce bright and lively pictures.
72. A weaker area is the use of ICT in art and design, which is underdeveloped, particularly at Key Stage 2. Staff are currently leading and managing this area together and have made a good start on developing the curriculum. They have firm plans in place for further development and have booked several staff training sessions to be held in the near future.

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

73. The school's framework for **personal, social and health education and citizenship** has been strengthened and provides an appropriate range of opportunities through timetabled lessons and as part of other subjects, such as science. As a result, pupils are achieving soundly throughout the school. Plans are in hand to extend the contribution made by 'Circle Time' and activities to improve pupils' self-esteem, once teachers and support staff have received additional training. Sex and relationships education is provided appropriately in Years 5 and 6, with help from the local health authority. Drugs education is also provided and events such as Crucial Crew provide a good insight into aspects of safety.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</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>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
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	4
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
<b>The leadership of the headteacher</b>	<b>2</b>
The leadership of other key staff	4
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).*