

INSPECTION REPORT

KIRK FENTON CE PRIMARY SCHOOL

Church Fenton

LEA area: North Yorkshire

Unique reference number: 121571

Headteacher: Miss Marilyn Tulloch

Lead inspector: Dr Brian Male

Dates of inspection: 14th – 16th February 2005

Inspection number: 267154

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:	Church of England Voluntary Controlled
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	161
School address:	Main Street Church Fenton Tadcaster North Yorkshire
Postcode:	NE8 4UN
Telephone number:	01937 557228
Fax number:	01937 557473
Appropriate authority:	Governing Body

Name of chair of Mr Gordon Richardson
governors:

Date of previous June 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

This small rural Church of England primary school takes pupils from three to eleven years old, and is maintained by the North Yorkshire Local Education Authority (LEA). At the time of the inspection there were 152 full time pupils in six classes, and a further 18 children attended the nursery on a part-time basis. There is an average proportion of pupils who have special educational needs, but an above average proportion with emotional or behavioural difficulties. There is no pupil for whom English is not his or her first language. Standards of attainment are generally average on entry. The percentage of pupils known to be eligible for free school meals is below average. The school has been successful in achieving various national awards: the Basic Skills Quality Mark in 2003, and the Investors in People award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1480 6	Dr Brian Male	Lead inspector	English, mathematics, history, geography
1941 9	Mrs Sue Boyle	Lay inspector	
3049 9	Mrs Tina Woods	Team inspector	Foundation Stage curriculum, design and technology, art and design, music, physical education
3233 3	Mr Ralph Lilley	Team inspector	Science, information and communication technology, religious education, special educational needs

The inspection contractor was:

peakschoolhaus

BPS Business Centre
Brake Lane
Boughton
Notts
NG22 9HQ

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a friendly village school with some good features, particularly its emphasis on the arts and its positive role within the community. Standards of attainment have fallen since the previous inspection and are now in line with the national average by the end of Year 6. This means that pupils' achievement is now satisfactory, and the school's overall effectiveness is **satisfactory**. Leadership and management are satisfactory overall, and the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Teaching is satisfactory overall, but its quality is uneven across the school
- Children benefit from a significant amount of very good and some excellent teaching in some classes, and achievement is good by the end of Year 2
- Children are making a very good start to their education in the new nursery
- The effective use of assessment information to focus teaching on the learning needs of different groups in some classes has not impacted so successfully through Key Stage 2
- Standards in speaking and listening are well above average across the school
- Staff show great commitment in the management of some pupils who can be very challenging at times
- The attitudes and behaviour of a minority of pupils in some classes impede learning
- The school has a very good partnership with parents and the community
- The new extension to the buildings significantly enhances provision
- The headteacher has a very good commitment to innovation and the provision of a wide range of curriculum experiences for the pupils

At the time of the previous inspection, standards of attainment were well above average at the end of Year 6. Standards are now lower, and in line with the national average, partly because there is a higher proportion of pupils with special educational needs, partly because pupils' attitudes and behaviour have not been maintained, and partly because the quality of teaching is lower overall and inconsistent across the school. The school has recognised the issues about attainment and teaching and has already brought about some improvements. However, this fall represents unsatisfactory progress. Most of the issues from the previous inspection report have been successfully addressed, but, although steps have been taken, there is still a need to improve the personal development of pupils who have emotional or behaviour difficulties.

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	D	C	C
Mathematics	B	D	C	C
Science	D	D	C	C

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those where a similar proportion of pupils is entitled to free school meals.*

Pupils' achievement is satisfactory overall. The standards found by the inspection in English, mathematics and science at the end of Year 6 are in line with the national average. This is similar to the scores in the 2004 tests, and continues a trend of such standards, with slight variations, over the last four years. Standards in Year 2 are much higher, being above average in reading, writing and mathematics. A more precise use of assessment information to target learning in Years 1 and 2

over recent years has been very effective in raising standards. Children have made satisfactory progress through the reception class, and are now making very good progress in the new nursery class. Standards in information and communication technology (ICT) and in religious education are generally in line with expectations across the school and represent satisfactory achievement. Standards and achievement in art are good. Other subjects were only sampled, but standards are generally in line with those usually found. There is good support for pupils with special educational needs, but expectations are not always high enough for some pupils with emotional or behavioural difficulties. Pupils start school with standards of attainment generally in line with those usually found, so the final standards represent satisfactory achievement.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are satisfactory. Most pupils have positive attitudes to school but a minority in some classes are not always keen to do their best in lessons. Behaviour is satisfactory overall in class, and good in the playground and around school, where pupils are polite and considerate and play well together. A minority of pupils in some classes do not always behave well in lessons, and this impedes learning. The number of occasions on which pupils have been excluded is high. Pupils' personal qualities such as relationships and concern for others are often good. The rate of attendance is average, and this has fallen since the previous inspection.

QUALITY OF EDUCATION

The quality of education is satisfactory overall. The quality of teaching is satisfactory overall. Teachers work hard, have a good commitment to the welfare of the pupils, and most deal with some challenging pupils well. The quality of teaching is uneven across the school, and is often very good and sometimes excellent in the nursery, Year 1 and Year 6. In the best lessons, there is a close focus on the learning needs of different groups, and pupils are actively involved in an exciting range of first hand experiences. Where teaching is satisfactory rather than good, there is not such a clear focus on learning needs, and the assessment information is not used sufficiently precisely to challenge different groups of pupils. In some lessons, the half-hearted attitudes and unsatisfactory behaviour of some pupils reduce the effectiveness of the teaching. Pupils who have emotional or behavioural difficulties are generally managed well, but in some cases expectations of behaviour or learning are not sufficiently high.

There is a good curriculum enhanced by a good programme of extra-curricular activities and with a good emphasis on the arts. There is good provision for pupils' welfare, and appropriate support and guidance. The school's partnership with parents is very good, and this enhances learning. The school is well staffed with teachers, and particularly well provided with teaching and support assistants. The recently extended accommodation is very good and has been made into a very attractive and stimulating environment. Teaching and learning resources are generally good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The school's analysis of its effectiveness over recent years has focused on the progress of individual pupils, and the picture has been seen as favourable. As a result, too little account was taken of the fall in standards since the previous inspection in overall terms, although steps have now been taken to address this. These steps have been effective in Key Stage 1, and standards are rising, but have not yet impacted in Key Stage 2. The new nursery is also raising standards. The governors have a good general overview of the school, and make an effective contribution to its development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school, and there is no area where a significant number would like to see improvement, although some are concerned about behaviour. Pupils generally like school, although a significant minority do not have such positive attitudes to their work. Both pupils and parents are particularly pleased with the extended opportunities created by the new extensions to the building.

IMPROVEMENTS NEEDED

In order to raise standards by the end of Year 6 and make the quality of teaching more consistent across the school, the next steps are to:

- improve pupils' attitudes and behaviour
- use assessment information to focus teaching more precisely to the learning needs of different groups, particularly through Key Stage 2

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is satisfactory overall, and good for pupils in Years 1 and 2. Standards are generally in line with the national average, and similar to those in similar schools.

Main strengths and weaknesses

- Standards are well above average at the end of Year 1
- Standards in speaking and listening are well above average across the school
- Children are achieving very well in the new nursery
- Pupils are not sustaining their progress through Years 2 to 4
- Although standards by the end of Year 6 are at the national average, they are not as high as at the time of the previous inspection

Commentary

1. Although pupils' achievement is satisfactory by the end of Year 6, and standards of attainment are in line with the national average and comparable to similar schools, this is lower than the well above average standards found by the previous inspection, and measured by national tests at that time. The national test scores fell in 2001 and have remained broadly average since that time. There are three factors associated with the lower standards: the presence in the school of a higher proportion of pupils with special educational needs, the less positive attitudes and behaviour of a number of pupils, and a greater inconsistency in the quality of teaching.
2. The school has identified this issue, and its measures to raise standards have been successful in Years 1 and 2, where there is a very close focus of teaching on the specific learning needs of different groups, with high expectation linked precisely to the requirements of the National Curriculum. As a result, standards have risen, and are above the national average by the end of Year 2. This is reflected in the school's scores in national tests (table below). Achievement is very good in Year 1, but this is not sustained through Year 2 where pupils' attitudes and behaviour often impede learning. Hence standards are above average, rather than well above average, by the end of Year 2, and because progress is slower through Year 2 relatively fewer pupils go on to attain the higher level (Level 3).

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

Standards in:	School results	National results
reading	16.9 (17.7)	15.8 (15.7)
writing	15.2 (15.9)	14.6 (14.6)
mathematics	16.8 (16.7)	16.2 (16.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year

3. The inspection findings confirm the scores in national tests. Standards by the end of Year 2 are above average in reading, writing and mathematics, and are well above average in speaking and listening. Standards in science, ICT and religious education

are generally in line with those usually found. No overall judgement was made about other subjects, but standards are also generally in line with those usually found. The school's very close focus on different groups has applied particularly to English and mathematics, hence the higher standards in these subjects.

4. The rise in standards by the end of Year 2 has not had time to work its way through Years 3 to 6, and present Year 6 pupils entered Year 3 with broadly average standards. Achievement through Years 3 to 6 is very uneven, with slow progress through Years 3 and 4 being followed by much more rapid progress through Years 5 and 6. The slower progress through Years 3 and 4 is associated with the attitudes and behaviour of the pupils, and expectations for learning that are not always sufficiently high. The overall impact is that progress and achievement are average overall, and so standards remain average by the end of Year 6. This is consistent with the school's scores in national tests for eleven year olds. In 2004 (table below), these were in line with the national average in all three subjects tested: English, mathematics and science. This is broadly similar to the previous four years.

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

Standards in:	School results	National results
English	26.5 (25.8)	26.9 (26.8)
mathematics	27.5 (25.8)	27.0 (26.8)
science	29.3 (28.0)	28.6 (28.6)

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

5. Inspection evidence indicates that current standards by Year 6 are very similar to the school's scores in national tests, and generally in line with the national average in all three subjects. Standards in ICT and religious education are broadly in line with expectations. It was not possible to make overall judgements about other subjects, but standards are generally at least in line with those usually found and there is some particularly good work in history and geography in Year 6. Standards in speaking and listening are well above average, partly because there is a good focus on this aspect, and partly because many pupils enter Year 3 with such high standards. Even pupils with special educational needs are generally articulate in speech.
6. Children are achieving very well in the new nursery, and make appropriate progress through the reception class. As the nursery is new, present reception class children have not been through it, and by the time they enter Year 1, standards are broadly in line with those usually found. Many exceed the nationally expected early learning goals in the personal, physical and language aspects of development.
7. The number of pupils with special educational needs is broadly in line with the national average. There is a high level of adult support for these pupils, and this enables them generally to make progress in line with other pupils. Within this group, there is a relatively high number of pupils with emotional and behavioural difficulties whose attitudes and behaviour impact adversely on their learning. In some cases, expectations of learning for these pupils could be higher, and the focus on support could be more on learning than on behaviour. Some of these pupils are capable of above average attainment, but not all reach this level.

8. Overall standards of attainment are generally in line with the national average when pupils enter the school, as are standards on leaving the school. Pupils' achievement is, therefore, satisfactory overall. The above average standards by the end of Year 2 mean that achievement is good for these pupils.

Pupils' attitudes, values and other personal qualities

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

Main strengths and weaknesses

- Attitudes and behaviour in the nursery and Year 1 are very good.
- Expectations for behaviour are not always high enough in some classes
- The exclusion rate is high

Commentary

9. Pupils' attitudes and behaviour were judged to be good by the previous inspection. Now they are both satisfactory. This is because there are too many lessons when the attitudes and behaviour of a minority of pupils disrupt learning for them to be judged good overall. However, on most occasions in most classes pupils behave well and have positive attitudes.
10. Most pupils like school and put a great deal of effort into their work. In most lessons, pupils are keen to learn and enjoy the activities of the class. They have a good commitment to learning and doing well. However, a significant minority of lessons in some classes do not sufficiently capture pupils' interest and, as a result, pupils' attitudes to work are far less positive and some pupils lose their commitment to learning. Attitudes are therefore satisfactory overall.
11. Pupils' behaviour around school, in the dining room and in the playground is good. Pupils play well together and show good concern for others. They are polite and friendly and can be very thoughtful. Children are developing good work habits in the new nursery, and attitudes and behaviour in the nursery and reception classes and in Year 1 are mostly good and often very good. Behaviour in lessons is not always so good elsewhere in the school. There are occasions in some classes when teachers tolerate unnecessary low levels of noise and inattentive behaviour, and this impedes learning. There are also times when the expectations of behaviour are not high enough for those pupils who have emotional and behaviour difficulties, even allowing for the fact that expectations need to be realistic in terms of their special needs. Pupils do not always listen attentively in school assemblies and a number do not show appropriate respect for the occasion.
12. The school has an above average proportion of pupils who have emotional and behavioural difficulties, but the exclusion rate (table below) is much higher than most primary schools, even those with similar numbers of pupils with such difficulties. This is partly because the school does not have a sufficiently effective 'buffer zone' or set of strategies between pupils being excluded from a class and then being excluded from the school. There are occasions when the nature of some pupils' difficulties means that they need to be taken out of class and given time to calm down when they are upset or being disruptive. Sometimes, this step is not taken quickly enough. The calming process is most effective where there is a designated space for this and a different adult to supervise where relationships have temporarily broken down.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
138	14	0

Mixed – White and Black Caribbean	2	0	0
Mixed – any other mixed background	3	0	0
No ethnic group recorded	1	0	0

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

13. Pupils' spiritual and social development is good. A good programme of visits and visitors helps pupils develop good understanding of world faiths, and through this they are sensitive to and respect the views of others. The buddy system encourages older children to think about the needs of the younger children in the school. Pupils are caring towards each other; for example, they run to the assistance of a child who has fallen over, or help by getting shoes down from a high shelf. They are given the freedom to organise fund-raising events themselves, and, through support for charities, learn to think about the community beyond school and home.
14. Pupils work very well together. This is especially the case when the teacher is a good role model, and has high expectations for how pupils should behave towards each other. However, very occasionally, in some lessons, pupils are not as considerate of others as they should be. Playground equipment has been well organised to enable pupils to get the equipment they need, and they respond well to this by using the equipment sensibly and tidying it away responsibly. Pupils have a clear sense of right and wrong and understand well the consequences of good and bad behaviour. Much of the focus for multi-cultural education has been through the study of world religions, but the school is increasingly extending this to the music and art curricula.
15. Attendance is now slightly below the figure for the previous inspection. The school feels this is due to parents taking their children for holidays during term time. The monitoring of attendance until now has lacked rigour, but the recently purchased electronic system is enabling the school to monitor pupil attendance much more effectively. Most pupils arrive punctually for school.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.1	School data	0.7
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall. The curriculum is good overall and enhanced by a good range of curricular and extra-curricular activities. There is appropriate support and guidance for pupils, and the very good partnership with parents and the community contributes to learning.

Teaching and learning

Teaching and learning are satisfactory overall, and often very good in some classes. Assessment is good overall.

Main strengths and weaknesses

- The quality of teaching and learning is inconsistent across the school
- There is a significant amount of very good, and some excellent, teaching with high challenge and very effective teaching methods in some classes
- In some lessons in Years 2 to 4, learning is impeded by the attitudes and behaviour of the pupils
- There is very good use of assessment information in Years 1 and 2 to target teaching to different groups of pupils
- Assessment information is used effectively in the nursery and reception classes to ensure that children work at the right level

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (5%)	11 (29%)	6 (16%)	16 (42%)	3 (8%)	0	0

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

16. The quality of teaching and learning is inconsistent across the school, being mainly very good in some classes, and mainly satisfactory in others. The best teaching is in the nursery, Year 1 and Years 5 and 6. Where teaching is satisfactory rather than very good the attitudes and behaviour of the pupils impact adversely on learning, or the level of challenge of the lesson is not as high as in the better lessons. In the few lessons that were unsatisfactory, it was the attitudes and behaviour of the pupils that reduced learning. The overall quality of teaching is lower than at the time of the previous inspection, and this has impacted on standards.
17. Where teaching is best, there are high expectations of both behaviour and learning. Learning objectives are clear and specifically targeted to different groups within the class. Pupils are given independence to explore a range of first-hand experiences or problem-solving situations. In these lessons, pupils are excited by the activities and show a strong commitment to learning. An example of high expectations was the excellent Year 1 English lesson described below.

Example of outstanding practice

Year 1 pupils were learning to identify speech within text, by recognising and using quotes from familiar stories

The teacher gave some very good written examples on large cards of familiar quotes such as “Who’s been eating my porridge?” and invited pupils to identify who had said them. As the teacher and class read the cards together, reading skills were reinforced, and the quiz element excited pupils’ attention. Pupils were then put in carefully selected pairs and made up questions to ask each other. That such young pupils were able to think up apt quotes was a remarkable achievement that stemmed from the way the lesson was prepared and previous work in this fashion. Some pupils were particularly demanding of their partners, pointing out that “All the better to see you with” was said not by Red Riding Hood’s grandmother, but by the wolf when disguised as the grandmother.

18. There were also high expectations in a very good Year 6 English lesson where pupils had to answer questions in the role of the Highwayman after reading the poem by Alfred Noyes. They rose to the challenge, and were able to use in a different form the words and phrases from the poem when saying of Bess, “Her coal-black hair cascades

over her milk-white shoulders”. In a very good Year 5 art lesson, pupils were challenged to use a range of very well taught techniques to sculpt models in the style of Rodin. Expectations are also high in the nursery where, for example, children made their own porridge and discussed the changes taking place in the oats during the various stages.

19. A range of effective techniques is used in the best lessons to encourage pupils to take part actively in their learning. There is good use of paired discussion in some classes to develop pupils' understanding and co-operation. Where the technique has been established, it is working very effectively. There is also good use of role-play and drama to achieve the same objectives. These techniques are also part of the school's successful promotion of speaking and listening skills. Some teachers have good techniques for involving pupils physically in their learning, an approach called 'kinaesthetic learning'. For example, in a very good Year 1 English lesson, different letter combinations (dr, fr, tr etc) had been posted round the hall and pupils had to move to the appropriate place when the teacher called out a word ('draw', 'trick' etc). This was not only an enjoyable exercise, but the movement reinforced the learning of the spellings.
20. The key feature of all the best lessons is the way in which the learning objectives are challenging and clearly linked to the stages that different pupils have reached. This use of assessment information is particularly effective in the nursery and reception classes and ensures that children move well through the expected 'stepping stones'. The information is also used very effectively in Years 1 and 2 and Year 6 to target teaching to different groups, although the behaviour of pupils in Year 2 often detracts from its effectiveness in this class.
21. Where lessons were satisfactory rather than good or very good, it was often because the expectations were not as challenging for all or some of the pupils as in the better lessons. In these lessons, learning objectives have not always been related sufficiently well to the specific requirements of the National Curriculum, or to the identified needs of different groups of pupils. So, although learning takes place, it is of a general nature, or in a much greater detail than is required by the National Curriculum. The other reason why lessons were sometimes satisfactory rather than good was the attitudes and behaviour of the pupils detracting from what would have been good learning. Time is often wasted obtaining pupils' attention, and some pupils are at times only half-hearted in their approach, performing tasks in a perfunctory way, and showing little commitment to learning. At times, the behaviour of individual pupils is allowed to interfere with the learning of the whole class.
22. There is a high level of support for pupils who have special educational needs from teaching assistants, and this ensures that the pupils are able to make progress in line with their classmates. The individual education plans are well drawn up with clear targets, and, when they are followed closely, give good support for learning. In a few cases, the plans are not followed closely and this reduces their effectiveness. In some classes the level of adult support for the pupils with special educational needs is so high that the pupils receive relatively little direct teaching from the teacher. This also reduces the effectiveness of learning.
23. There is a relatively high proportion of pupils in the school with emotional and behavioural difficulties. On the whole, these are supported well, and some pupils who can be very challenging at times are handled with expertise. Expectations of these pupils' behaviour and learning are not always high enough in some classes, and as a

result their learning is reduced. There is not an effective 'buffer stage', such as a 'time-out room', where these pupils can calm down under different adult supervision when they are agitated, and so a necessary exclusion from a class can often result in exclusion from the school.

The curriculum

Curriculum provision is good overall. Pupils benefit from a good range of enrichment activities, and staffing, resources and accommodation are good.

Main strengths and weaknesses

- The school has a very good commitment to curriculum innovation and involvement in national initiatives
- There is a good programme of enrichment and a good range of after-school activities
- Curriculum planning for subjects other than English and mathematics does not always make clear the levels of attainment expected by different year groups
- The new extension has significantly improved the school's accommodation

Commentary

24. The curriculum is broad and balanced and provides well for the pupils in the school. This has been maintained since the previous inspection. There is a good emphasis on the arts, and pupils are not confined by a narrow focus on English and mathematics. The school's very good commitment to innovation has ensured that the school has kept well abreast of recent developments and is able to provide a good range of worthwhile activities for the pupils. The school's involvement in the SHARE project (which involves parents in their children's learning) is very effective at promoting pupils' learning at home. The PETH (play, exploration and thinking) project has made a significant contribution to the development of pupils' speaking and listening as well as their thinking skills. The FACE project (farming and countryside education) is effectively extending pupils' awareness of the rural environment in which they live.
25. There is a good programme of visits, visitors and events to enhance the classroom experiences. These are related well to the programmes of study so that pupils' understanding is deepened. As a result, pupils have developed a good understanding of their local area and culture, and learning experiences are made more interesting. There is also a good programme of after-school activities that include Spanish as well as the usual sports and games.
26. With mixed-aged classes, and pupils from the same year group in more than one class, curriculum planning has to be over a longer period, with several year groups studying the same topic at the same time. This works generally well to ensure curriculum coverage, but plans do not always make sufficiently clear the levels of attainment expected by each year group so that progression can be assured. The national strategies make this clear in English and mathematics. In some cases, topics are studied in far greater depth than the National Curriculum requires. This does not always add clarity to pupils' understanding of the key issues involved. In other cases topics are not always studied in the most favourable sequence, for example studying seed dispersal in February.
27. Curriculum provision appropriately meets the needs of pupils with special educational needs. The targets on individual education plans are helpful in supporting learning. There are occasions on which pupils with special educational needs, especially those with emotional or behavioural difficulties, need to be taught separately from the rest of the class. Where this is most effective, the teaching follows closely the work being carried out in class.

28. Pupils are prepared appropriately for the next stage of education, and there are good arrangements for entry to the school and transfer to the secondary schools.
29. The new extension has greatly enhanced the school's potential for provision, and means that accommodation is now very good indeed. At the time of the inspection, the school was still at a transition stage of adjusting to the newly opened buildings, and the library and outside areas were still to be developed. Resources in general are good throughout the school and are used effectively for the education of the children. The school is well staffed with teachers, and has a high number of support staff.

Care, guidance and support

The care, welfare, health and safety for pupils are good. Support, advice and guidance for pupils based on monitoring are satisfactory. The involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- The induction arrangements for children entering the new nursery are very good
- Arrangements for health and safety are very thorough
- Advice and guidance based on academic monitoring are used effectively in some classes, but not in others

Commentary

30. The induction arrangements have been adapted well to suit the needs of the children entering the recently opened nursery. It is a credit to staff and the relationships they have formed with parents that these arrangements have worked so well and as a result children have settled quickly into the routines and feel secure and well supported. Arrangements for those children who enter the school at other times are appropriate, and pupils usually adapt quickly to their new school.
31. Throughout the school, pupils feel well cared for. This is because they feel that adults are there for them, that they are listened to, and that issues are sorted out. As yet there is no formal mechanism for seeking their views but this is being addressed, with plans for a school council under way. Bullying is not an issue because generally pupils get on well with each other, and most incidents are more of a 'falling out' nature. Pupils are clear about what to do if they feel they are being bullied.
32. Information about the progress pupils have made is used well to support and guide children in the nursery and Years 1, 2 and 6, but its use elsewhere in the school is not as well developed. There are some good examples of learning targets being shared with pupils. These targets are most effective when they are linked to assessment information and well focused on pupils' learning needs.
33. Support and guidance for pupils who have special educational needs are satisfactory overall. Staff show a great commitment in the handling of some pupils who have emotional or behavioural difficulties, although expectations of behaviour or learning are not always high enough. Pupils' individual education plans generally give good guidance for support, and where this guidance is followed, support is good. In some cases the guidance is not followed sufficiently rigorously and this reduces the effectiveness of support.
34. The child protection policy is effective. The school is updating policy to reflect current guidelines and although it is some time since all staff have had training, plans are under way for this.

35. Arrangements for health and safety are very thorough, with good involvement and use of the expertise of a governor.

Partnership with parents, other schools and the community

The school's partnerships with parents and the community are very good. The partnerships with other schools and colleges are good.

Main strengths and weaknesses

- Parents' views are very positive
- Parents are encouraged and helped to support learning
- There is a very good emphasis on the partnership with the community
- Staff from the school work actively with other schools in the area

Commentary

36. Most parents are very appreciative of the school. They feel that the school is open, friendly and easy to approach, and that their children mostly do well. The school listens well to the parents and responds to their needs. It has begun the process of wider and more formal consultation by seeking the views of parents through a questionnaire and by consulting them about policy.
37. There is very good information to enable parents to support learning. This includes termly information about the work children will be doing in class and sessions to inform parents about the curriculum. A particularly successful feature of links with parents is the SHARE project. This has impacted throughout the school but the particular foci are Year 1 and Year 5. It is now well established in Year 1, and has a very positive impact on learning here. Parents are very positive about the initiative and it has also contributed to the already very positive relationship between parents and school.
38. Links with other schools are well established. The school is a member of two groups of schools and benefits from, and contributes to, the sharing of resources and expertise. The headteacher and the two advanced skills teachers are particularly active in supporting other schools in the area. Relationships with the secondary schools are good, with good co-operation between the schools and some curricular links. This helps those pupils who are transferring to secondary school to feel confident about the move.
39. The school is very well regarded in the local community and links are strong, with visits to help pupils understand and appreciate the local community; for example to a local farm next door and to local churches. The school makes good use of the wider community to give pupils relevant and enjoyable learning experiences.

LEADERSHIP AND MANAGEMENT

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

Main strengths and weaknesses

- The school's analysis of its overall effectiveness has not taken sufficient account of the fall in overall standards at the end of Year 6 since the previous inspection
- The headteacher has a very good commitment to innovation and the provision of a wide range of curriculum experiences for the pupils
- The governing body has a good general overview of the school and makes an effective contribution to its strategic direction

- The school has been successful in introducing measures to raise standards in Years 1 and 2, but these have not yet impacted on Years 3 to 6.

Commentary

40. The headteacher's very good commitment to curriculum innovation has ensured that the school is forward looking and involved in a range of initiatives such as PETH and SHARE. These are of benefit to the pupils. The SHARE project in particular has been very effective in supporting learning. In this sense, there is a clear educational direction to provide a full and enhanced curriculum for the pupils and to involve them in a wide range of experiences, not just a narrow focus on core subjects. This has been successful, especially in the arts, and has enhanced achievement in the core subjects themselves.
41. The senior management team is capable of offering clear guidance to colleagues, but leadership and management are less effective than they were at the time of the previous inspection. This is because the school's analysis of its effectiveness over recent years has focused on the progress of individual pupils, and the picture has been seen as favourable. By some measures, the progress of many individual pupils has been good, and the focus has been on these measures. As a result, too little account was taken until recently of the overall fall in standards since the previous inspection, and the school's standards have not been compared rigorously to those of similar schools. This has now been recognised, and steps have been taken to address this. There have been two main strands to the approach: the closer focus on the learning needs of different groups, and the improvement of the quality of teaching in some classes. This closer focus on different groups has been particularly effective in raising standards by the end of Year 2. However, these measures have not yet impacted in Years 3 to 6, mainly because the close focus has been mainly confined to Year 6 itself.
42. The leadership and management of subjects are satisfactory overall, but vary from subject to subject. English and mathematics are led well, with clear analysis of pupils' progress and programmes for impacting on these in Years 1 and 2. There is also analysis of progress in science, but the impact has been less than in English and mathematics. In other subjects, there is nowhere near such a clear overview of standards or progress, and so subject leaders are not always well placed to promote improvements.
43. The school's development plan reflects its analysis that rising standards are making their way through the school, and so it focuses more on the establishing of the new nursery and use of the new building than on the raising of standards. The findings of the inspection indicate that steps need to be taken to ensure that the rise in standards does not dissipate through Years 2 to 4. These steps need to be reflected in the plan.
44. The school has successfully managed a significant building expansion and the creation of a new nursery. This is no mean accomplishment, and such works inevitably mean that normal routines were disrupted. The school has done well to ensure that such disruptions were kept to a minimum.
45. The school makes good provision for the induction and training of new teachers. There is a good commitment to developing staff, and the fact that two of the six teachers, both of whom started their careers in the school, have been recognised as advanced skills teachers, giving support to other schools, is a testimony to this. The practice of

teachers remaining with the same year for very long periods does not assist staff development, or the spread of good practice.

46. The school's finances are managed well, and the school has been particularly successful in obtaining capital finding for its new extension and nursery. The budget is linked well to the school's development plan and the finance committee is fully involved in both planning and scrutiny.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	477881	Balance from previous year	36983
Total expenditure	463636	Balance carried forward to the next year	51228
Expenditure per pupil	2889		

47. The governance of the school is good. The governing body has a good overview of the school and a clear vision for its future. It has acted well on the basis of the professional analysis of standards and progress, and has been very successful in overseeing the extensions and establishment of the new nursery.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

48. The provision for children in the Foundation Stage is good overall. This is an improvement since the previous inspection and has been brought about mainly by the provision of the new nursery. Good systems are in place to support the development of good quality liaison between the nursery and reception class. The good leadership and management are committed to achieving a Foundation Stage unit with shared teaching methods and curriculum. However, this is in an early stage of development, and there has not been enough time to fully address the current differences between nursery and reception in the quality of teaching, children's progress and achievement.
49. Overall, children's achievement by the end of the Foundation Stage is satisfactory. This is because none of the present children has been through the new nursery. The indications are that the very good teaching in the new nursery is already promoting good achievement. Therefore present overall provision is judged as 'good' although achievement of present reception class children without the nursery has been satisfactory.
50. Children with special educational needs make good progress because they are well supported in their learning by all adults. The quality of teaching in the reception class is generally satisfactory, except in lessons that promote physical and creative development where it is good, and children therefore make satisfactory progress and almost all achieve the nationally expected early learning goals by the end of the reception year.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Personal, social and emotional development is promoted effectively in both the nursery and the reception class
- Teaching is very good in the nursery

Commentary

51. Teaching and learning are now good overall, and this is promoting good achievement. Teachers plan well together to provide similar activities in the nursery and reception class that encourage co-operative play. This enhances learning, and as a result, most children exceed the nationally expected targets by the time they move into Year 1. For example, children learn to take turns, share resources and generally improve their ability to play alongside each other harmoniously. Children are confident to speak in a group and respond well to the teachers' questioning and prompting. The majority are able to make choices and move around the classroom sensibly. However, in a small number of lessons in the reception class, some children find it difficult to work independently. They spend only fleeting moments engaged in activities and make unnecessary demands on the teacher's attention. This happens when the teacher does not make her expectations clear about the way they should work.
52. Children in both classes join in imaginative role-play activities with enthusiasm and develop their understanding of what they should do, for example when they were acting the part of Goldilocks or one of the three bears. When working with adults they generally listen attentively and show an increasing ability to carry out instructions, for example when decorating biscuits or making porridge.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- A good range of activities is planned to develop children's' language skills.
- Role-play activities are particularly effective in the nursery in promoting speaking and listening skills
- A significant number of children in the reception class are reluctant to write because activities do not motivate or interest them

Commentary

53. By the time children move into Year 1, standards are broadly in line with age-related expectations, but well above average in speaking and listening. The quality of teaching is good overall, but better in the nursery than it is in the reception class. This is because writing activities in the reception class are sometimes too formal and do not always appeal to children's interests or excite them to write. In some lessons, the process of writing is also interrupted by the constant demands of those children who find it difficult to work without adult support. As a result, not all children give their best and their overall progress with writing is affected. Similarly, although role-play activities are used to promote speaking and listening skills in both classrooms, they are more effective in the nursery. This is because the teacher is particularly skilled in showing the children how to engage in the play activities and how they might respond to each other.
54. Teachers and supporting adults help children to handle and explore books so that they develop positive attitudes and make a good start in reading. Higher attaining children can read simple sentences independently. In both the nursery and reception classes the majority of children are articulate and can listen attentively to a story and can give accurate answers to the teachers' questions about what is happening.

MATHEMATICAL DEVELOPMENT

Overall provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching in the nursery is very good
- Activities are linked well to children's own experiences

Commentary

55. Teaching and learning are good overall. There is a good range of activities in both the nursery and reception classes that promote mathematical development. Many are based on practical tasks and are linked to a main story theme such as Goldilocks and the three bears. This enhances learning. In the nursery, children get a very good start to developing their understanding of mathematics and achieve well. This is because very good teaching draws on children's own experiences and requires them to solve a practical problem set by the teacher. For example, children were given small construction bricks and asked to make beds of different sizes for the three bears. They also had to match the size of the bear and the blanket to each bed once it was finished.
56. In the reception class, the children make satisfactory progress towards achieving the nationally set targets by the end of the year. They practise counting skills when singing action rhymes and songs such as "When Goldilocks went to the house of the bears". They learn how to write

numbers correctly and use them in context; for example, when decorating biscuits they counted the number of chocolate buttons they need for their patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for the development of knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- There are high expectations in the nursery of what children can do
- Children are involved in a good range of practical activities

Commentary

57. A good range of practical activities effectively promotes children's knowledge and understanding of the world around them. By the time children move into Year 1, most meet the nationally set targets. Children investigate materials using their senses, for example making porridge and using a range of materials to decorate Goldilocks' dress. They use the outdoor environment effectively to build with large construction toys. They use computers with confidence and develop their ability to use the mouse to click on items on the screen with accuracy. They notice how mixing ingredients changes them and they watch the effect of heating porridge mixture in a microwave. They learn more about living things and their local environment on their visits to the local farm. Although activities in both classes are similar, there are differences in the quality of teaching and the progress that children make. There are higher expectations in the nursery of what children can do and of their levels of independence and as a result these children make better progress than in the reception class.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Children make good progress and achieve well in lessons
- The outdoor environment is new and therefore requires some further development

Commentary

58. The quality of teaching is good overall. Teachers make good use of both the indoor and the newly developed outdoor environment to support the improvement of children's physical skills. As a result children in both classes make good progress and achieve well in meeting the nationally set targets for this age. They improve their awareness of space and show that they can move in a variety of ways such as running, skipping and jumping. In the classroom, children manipulate tools and materials with growing confidence, for example when making sandwiches for the three bears. They improve their pencil control through drawing and writing activities and take some of these skills to tasks planned for them outside.

59. Although much has been achieved in getting the shared outdoor area up and running, the school has rightly identified the need to continue its development so that children continue to benefit from its provision as they become more skilled.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- The quality of teaching is good overall

- Teachers plan activities that support the development of creative skills

Commentary

60. Overall teaching is good. This is because teachers plan activities that successfully support the development of children's imaginative and creative skills. Both teachers also make their expectations clear about how children should work. As a result, children are making good progress. Children use a good range of materials to make pictures; for example they use card and cotton wool to represent the lambs that were brought into school. They explore the sounds that a range of instruments make and improve their skills in tapping and clapping the rhythm of a familiar song. They also engage in imaginative play and begin to add their own ideas to help the play along. Progress through the reception class is satisfactory and present children are attaining the nationally expected targets.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in speaking and listening are well above average across the school
- Standards in reading and writing are above average by the end of Year 2
- The quality of teaching is inconsistent across the school, and this has led to standards at the end of Year 6 that are lower than at the time of the previous inspection
- There is some very good use of role-play and drama

Commentary

61. The quality of teaching and learning is satisfactory overall, but is very good and sometimes excellent teaching in some classes. As with other subjects, the most effective lessons are in Years 1, 5 and 6. The very good achievements of pupils in Year 1 and a closer focus on the learning needed by different groups over the last three years has raised standards, which are now above average by the end of Year 2. There is not such a close focus on learning through Years 3 to 5. Pupils make overall satisfactory progress through Years 3 to 6, and standards are at the national average in reading and writing. The standards at the end of Year 6 are lower than at the time of the previous inspection. The subject is well led, and the leader has recognised the need to raise standards by the end of Year 6 and has already instituted the successful measures to raise standards by Year 2. There is a good programme linking English skills to other subjects, and a very effective programme for speaking and listening.

Speaking and listening

62. Pupils enter Year 1 with standards of speaking and listening already well above those usually found. The school's focus on this aspect ensures that pupils develop these skills well as they move through the school. The very effective use of paired discussion in many classes, together with the use of drama and role-play within lessons, promotes both confidence and ability to express ideas. These opportunities are often created in other subjects such as history where pupils take the role of historical character. The PETH project encourages discussion as well as thinking skills and is applied successfully in a range of subjects; for example, in a very good Year 6 history lesson, pupils were called upon to discuss the relative merits as rulers of different Egyptian pharaohs. This extended their vocabularies as well as their powers of explanation. In

some classes, there is less emphasis on this aspect, and discussions are difficult where pupils' attitudes and behaviour are not positive.

Reading

63. Standards of reading are above average by the end of Year 2, and average by the end of Year 6. There is a good focus on reading across the school, with specific 'guided reading' time allocated in each class. The higher standards in Years 1 and 2 result from the closer focusing of teaching to the stages reached by different groups, and with a very specific focus on the precise requirements of the National Curriculum. Much of the progress stems from the consistently very good teaching in Year 1. There is also a close focus on skills teaching in Year 6, but such an approach is not consistent through Years 3 to 6, and although most pupils attain a good level of word recognition and can read appropriate texts fluently, not all gain the higher skills such as making inferences or deductions from their reading. These are the requirements of the higher level of attainment expected (Level 5).

Writing

64. Standards of writing, like those in reading, are above average by the end of Year 2 and average by the end of Year 6. There are some very good techniques in use; for example, a very good Year 1 spelling lesson linked movements around the hall to letter sounds. As a result, pupils develop a very firm grasp of phonics, and very few spelling mistakes across the school are phonetically incorrect. There are also some good methods for teaching the higher skills of writing; for example, a very good Year 6 lesson on the *Highwayman* poem by Alfred Noyes resulted in pupils writing their own poems in this style, and some pupils were very successful in adopting the style and rhythms. Although marking is often very helpful in suggesting where pupils can improve their writing, there are relatively few occasions where pupils improve their written work in terms of style and clarity rather than the correction of errors, and little use is made of ICT to assist this process.

Language and literacy across the curriculum

65. There is good use of other subjects such as history and geography, to extend reading and writing skills. In some classes, there are very good opportunities for pupils to extend speaking skills in other subjects through the use of paired or group discussion, role-play and drama.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are above the national average and pupils achieve well by the end of Year 2
- Standards in number work are generally good across the school
- There is not sufficient focus on the data handling and investigative aspects of the subject

Commentary

66. Standards by the end of Year 6 are in line with the national average, but lower than those found by the previous Inspection. By the end of Year 2, standards are above the national average, and pupils' achievement is good. Standards have risen by the end of Year 2 over the last three years through a closer focus on the learning needs of different groups of pupils and direct teaching to the groups of the specific skills that they lack.

67. The quality of teaching and learning is satisfactory overall, but often very good in Years 1 and 6. This is where progress is quickest. Where teaching is best, pupils are involved in an exciting range of first-hand experiences that extend their knowledge and deepen their understanding. For example, in a very good Year 1 lesson, pupils were given a range of three-dimensional shapes appropriate to their stage of learning and explored the features such as number of corners and faces in the context of an exciting game. There was high challenge in a very good Year 6 lesson where pupils were challenged to discover whether opposite angles at an intersection were always equal, and if so why. The very clear explanations by the teacher and very well prepared previous work measuring a variety of complementary angles enabled pupils to meet this challenge.
68. Where teaching is satisfactory, the level of challenge is not so high as in the very good lessons and the amount of learning is less. In some lessons, pupils were working at a level below the one they had already achieved. In other lessons, pupils showed too little commitment to accuracy or to the completion of the set task. As a result, too little learning took place in one lesson for it to be considered satisfactory.
69. Standards in number work and in shape and space are higher than in data handling or in the investigative aspect of the subject. This is because there is more focus in most classes on the former aspects. In some classes in Years 2 to 4, there are insufficient opportunities for pupils to organise their own work and try different approaches. These are requirements of the National Curriculum. Pupils develop greatest understanding in those lessons where they have the responsibility to conduct their own investigations, such as the Year 6 angles lesson described above.
70. The subject is led and managed effectively. There is good analysis of trends of progress and an awareness that standards by Year 6 need to be higher. The improvements introduced into Years 1 and 2 have been successful in raising standards. Some similar steps have been taken in other classes, but these are mainly in Years 5 and 6, and have not been consistent enough across the classes to be sufficiently effective.

Mathematics across the curriculum

71. Mathematical skills are being used effectively in other subjects and such links are well planned, for example counting and sorting activities when investigating seeds in science. There is some use of ICT to develop mathematical skills, including the printing and calculation of graphs, but this is rather limited.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils are given good opportunities for investigations in some classes
- The quality of teaching and learning is inconsistent across the school

Commentary

72. The inconsistency in the quality of teaching and learning has led to standards at the end of Year 6 that are lower than at the time of the previous inspection. Some very good teaching in Year 1 ensures that standards by the end of Year 2 are average, with most pupils achieving as they should. However, pupils capable of higher attainment are not always sufficiently challenged in Year 2. As a result most pupils reach the expected level where, for example, they can group materials into types, create simple

series electrical circuits and record their findings. Relatively few reach the higher expected level (Level 3) where they put forward their own ideas and measure quantities when carrying out tests.

73. Pupils make satisfactory progress through Years 3 to 5 and rapid progress through Year 6, where teaching is often very good. As a result, most pupils attain the national average, and achievement is satisfactory overall. The main reason that standards are not higher is that pupils capable of higher attainment achieve well in Year 6, but in Years 3 to 5 the learning activities provide insufficient challenge for these pupils.
74. The quality of teaching and learning is satisfactory but it is inconsistent, with very good achievement in Years 1 and 6, but satisfactory achievement in the other years. In the very good lessons, a wide range of interesting materials and problems is provided, and pupils given independence to investigate. In these lessons, the level of challenge is high and the learning activities well focused on the expectations of the National Curriculum and the learning needs of different groups of pupils. ICT is used effectively as a means of recording results and the interactive whiteboard is well used for demonstration and to structure the lesson, providing clear objectives that are shared with the pupils. In the satisfactory lessons the level of challenge is not so high and the activities not so well focused. In some cases, minor disruptive behaviour is allowed to continue and this limits children's progress. Recent involvement in innovative science projects has begun to have an impact on standards however, and this again is most noticeable in Year 6 where the higher attaining pupils are beginning to reach their true potential.
75. Leadership and management of the subject are satisfactory overall. The subject leader has provided a well-structured scheme of work based on the national exemplar scheme and resources are good. However, pupils' progress has not been monitored sharply enough in terms of the National Curriculum levels being achieved. As a result, the school has seen standards in science as good when they are in fact only satisfactory. The subject leader makes very good use of ICT to support teaching and learning in science, and opportunities for the use of ICT to enhance the scheme of work in science have been identified and resourced.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- ICT resources are good, providing access to all aspects of the subject with a suite of software that is well matched to the pupils' needs
- ICT skills and techniques are developed well in a curricular context
- A strong focus on training and support has led to improved use of ICT to support teaching and learning
- The school does not use assessment sufficiently to focus teaching on what pupils need to learn next

Commentary

76. The quality of teaching and learning is satisfactory overall with some good practice in Years 1 and 6. As a result, pupils' achievement is satisfactory and standards are average across the school. This is similar to the findings of the previous report.

77. By Year 2 most pupils have reasonable basic keyboard skills including mouse control and in Year 1 they regularly use ICT effectively as in integral part of their learning across a wide range of subjects. Pupils in Years 3 to 6 are offered a good range of opportunities to use many aspects of ICT. By Year 6, pupils use ICT confidently for a range of activities. They can find information from the Internet by simple searches and check its validity critically. They are aware of the Internet safety policy and can evaluate websites for design, layout and accuracy of information.
78. The computer to pupil ratio is in line with the national targets, and two classrooms now have interactive whiteboards that enable teachers to demonstrate skills and techniques to whole classes. Some class swaps have been organised to make these new resources available to younger pupils but this is informal and has not been developed sufficiently to impact on standards of attainment. Teachers have access to a well-planned curriculum based on the national scheme of work with a commercial scheme for support. This enables them systematically to help pupils acquire knowledge, skills and understanding over a two-year cycle. Although there is no central computer suite, clusters of computers are well used to provide access for groups of children and this is generally well managed and effective. Whole-class teaching is facilitated by the use of interactive whiteboards and there are plans to provide more classrooms with these in the near future.
79. Leadership and management are satisfactory overall, and the subject is managed effectively in terms of the provision and organisation of equipment and training. The subject leader has identified the need to use assessment more precisely to monitor standards and determine what pupils need to do to progress, but it is not used sufficiently precisely at present. Although the LEA has provided some professional development for staff, the school is unaware of some important national exemplification materials and initiatives to help this process.

Information and communication technology across the curriculum

80. Pupils' use of ICT in other subjects is satisfactory overall, and very good in Years 1 and 6. For example, in a Year 1 mathematics lesson on shape and space, pupils' learning was enhanced by the use of software to sort and chart shapes. In another lesson a model of the solar system was used well to help pupils understand the concept of rotation about an axis and planetary orbits. A good range of software and Internet sites has been provided for curricular enhancement, though the use of this is variable in different classes.

HUMANITIES

81. It was not possible to see sufficient lessons in **geography** or **history** to form an overall judgement about the provision in those subjects. **Religious education** is reported in full.
82. In **geography**, there is a good programme of activities to enable pupils to explore the local area and build up their knowledge and skills through first-hand experiences. Visits to local farms and farther afield build up a good perspective, and the visit to London is a particularly good balance to the rural studies. Younger classes make very good use of stories such as 'Katie Morag' to build early geographical skills and extend awareness of other places. Skills such as mapwork are built well into the programme of studies, but in some classes the expectations are not related directly to the levels expected by the National Curriculum and, as a result, expectations are sometimes too low. Many pupils have travelled widely with their families and have built up a good geographical knowledge of their own. The standards seen in pupils' work are broadly in line with national expectations.

83. There is some very good teaching of **history** in which activities are challenging and exciting. As a result of the lessons, pupils achieve well. An example is given in the box below.

Example of outstanding practice

Year 1 pupils were learning about Florence Nightingale through role-play.

The lesson introduction in which a suitcase was discovered under a cloth caught the pupils' interest and they were excited as the contents of the suitcase were explored and gradually gave clues to the owner. The teacher's very clever questioning enabled pupils to realise the significance of the articles of clothing and old fashioned medical equipment and they were able to work out that the owner must have been a doctor or nurse in past times, and that they must have been involved in a war. The further use of photographs from the Crimean War, together with dressing up and role-play, enabled pupils to understand many of the features of those times and the differences from our own.

84. There was high challenge in a very good Year 6 history lesson where pupils were asked to compare the qualities of different Egyptian pharaohs. There has been a good focus on the higher levels of attainment in this class with pupils able to discuss the various changes within the Ancient Egyptian period and the reasons for those changes. Work in pupils' books in other classes indicates that work is not always of this quality and nor does it always have such a close focus on the higher levels of attainment expected from each age group.
85. In both history and geography the mixed-aged classes, and the fact that pupils in the same year-group can be in more than one class, require the same topic to be studied in different classes. This always raises an issue about ensuring progression so that older pupils work at a higher level than younger ones. Work in pupils' books indicates that work is not always well matched to age because planning does not always focus sufficiently on the expected levels of attainment.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils learn about a good range of faiths and issues
- Teaching is satisfactory overall but the quality is uneven across the school
- Subject leadership successfully developed a good framework of planning and resources

Commentary

86. Pupils are involved in a good programme where there are good opportunities to take part in Christian festivals at the local churches and also to visit places of worship used by Islamic and Hindu faiths. Teaching is most effective when pupils are encouraged to reflect upon moral issues within a supportive yet challenging ethos. Teaching is occasionally unsatisfactory when limited strategies result in pupils losing focus on the lesson's objectives and resorting to minor disruptive behaviour. As a result, achievement is satisfactory overall, and standards match the expectations of the North Yorkshire agreed syllabus, with a strong focus on developing pupils' knowledge and understanding of Christian faiths and comparing these with Hindu, Muslim and Jewish beliefs. However, standards are lower than those found by the previous inspection, mainly because the quality of teaching is uneven.
87. Teaching varies considerably in quality. In the better lessons, pupils respond well to carefully organised debate about moral and social issues. They are helped to understand that people make moral decisions based upon beliefs and values, and to relate this to some tenets of the Christian faith. In one unsatisfactory lesson, general noise and minor disruptive behaviour limited progress for a significant proportion of the pupils. Religious education books are well

presented and the limited work that they contain reflects good levels of effort from the pupils. Work is marked with some brief comments.

88. Leadership and management are satisfactory overall. The curriculum for religious education is very thoroughly planned using a North Yorkshire scheme of work delivered over a two-year cycle. The co-ordinator is very well versed in the requirements of the agreed syllabus and, with good support from a local adviser, has planned the curriculum well to meet the needs of pupils. She is enthusiastic and knowledgeable about her subject and has ensured that resources are being improved systematically so that the school now has a good variety of artefacts to enrich teaching. However, the monitoring of standards has not been sufficiently precise to address the fall in standards since the previous inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

89. It was not possible to see sufficient lessons in **physical education, music, or design and technology** to make any overall judgement about the quality of provision.
90. It was not possible to see any lessons in **physical education** so no overall judgements can be made about standards or the quality of teaching and learning. Curriculum planning documents indicate that pupils have access to all the required areas of experience, and the school is equipped to promote the subject effectively. The new extension to the hall has greatly enhanced indoor provision. Extra-curricular activities enhance provision.
91. It was possible to see only one lesson in **music**. In this lesson Year 2 pupils sang and played percussion instruments at the standard usually found at this age. The standard of singing in assembly is also similar to that usually found, although a number of pupils sing with little enthusiasm. A good number of pupils receive instrumental tuition through the peripatetic music service, and their ensemble playing enhances music in assemblies, and performances such as at the opening of the new extension to the building.
92. It was not possible to see any lessons in **design and technology**. Pupils' work on display and in photographs shows that pupils have opportunities to work with a range of materials both in lessons and as part of the SHARE project. For example, pupils in Year 2 have designed and made jointed puppets. Their work indicates that pupils learn more about joining and combining materials using a range of techniques as they move through the school. For example, as part of a design challenge, pupils in Years 3 and 4 have made good quality models that light up and are operated by a switch. Photographs show that food technology is taught regularly across both key stages.

Art and design

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

Main strengths and weaknesses

- The quality of teaching is good overall
- Pupils are involved in using a good range of techniques and materials
- In some classes, lessons do not have sufficiently clear learning objectives

Commentary

93. Good teaching in the subject promotes standards of attainment above those usually found in most classes. In the best lessons, teachers use questioning effectively to help pupils recall their knowledge of line and tone. Resources are used imaginatively so that pupils learn more about mixing colours and the effects of putting primary colours together. Teachers

demonstrate techniques successfully so that pupils improve the skills they need; for example, in a very good Year 5 lesson, pupils were taught precise techniques to sculpt a clay model. Music and photographs are used well to enthuse and motivate pupils as they select materials for their imaginative space landscapes.

94. Although the quality of teaching is good overall, its quality is uneven across the school, and in some lessons, tasks do not always have a sharp learning objective aimed at developing specialist art skills. Teachers sometimes plan tasks that are linked to themed work in another subject and these do not always focus sharply on practising and improving specialist art skills. This is recognised by the school, and the subject leader has already begun to bring about improvement through staff development activities. Similarly, the use of sketchbooks is underdeveloped in some classes and this means that pupils do not make the best of opportunities to keep a record of ideas and techniques for later reference.
95. Resources are of good quality and all classes have equal access to them. There have been significant improvements to the building, successfully addressing issues of space raised in the last inspection. The leadership and management of the subject are good overall because the subject leader is influential and has a clear understanding of the school's strengths and weaknesses in this subject.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE)

96. The school's programme for personal and social education is enhanced by its programme for teaching thinking skills (PETH) and philosophy. These involve pupils in a consideration of moral and social issues, and help them understand these issues from a range of standpoints. For example, a very interesting Year 1 lesson involved pupils in consideration of the rights and wrongs of Goldilocks' behaviour in breaking into the bears' house and eating their porridge. It went on to consider how the bears might have felt, and what implications it holds for pupils' own behaviour. The philosophical theme of a very good Year 6 history lesson made a significant contribution to citizenship education, by looking at the reasons why one Ancient

Egyptian pharaoh might have been a better ruler than another. This had many implications for present day expectations of civic leaders and pupils' own role in society. As with other subjects, the quality of this provision varies significantly across the school and is not always as good as the lessons described. The overall impact of the provision is therefore satisfactory.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities (Ethos)	4
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils' needs	3
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	4
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	4
The governance of the school	3
The leadership of the headteacher	4
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).