

INSPECTION REPORT

THE MICHAEL SYDDALL CE AIDED PRIMARY SCHOOL

Catterick Village

Richmond

LEA area: North Yorkshire

Unique reference number: 121609

Headteacher: David Stott

Lead inspector: Mr David G Ford

Dates of inspection: 20th – 22nd June 2005

Inspection number: 267315

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	212
School address:	Mowbray Road Catterick Village Richmond North Yorkshire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Robert Knowles
Date of previous inspection:	8 th June 1999

CHARACTERISTICS OF THE SCHOOL

The Michael Syddall CE Aided Primary School is situated in the village of Catterick close to Catterick army camp. It is an average size primary school drawing pupils from the village of Catterick and nearby communities, and with a significant proportion coming from service families based at the camp. In addition around 15 children from travelling families attend the school at various times of the year. The pupil population, therefore, tends to fluctuate with many pupils leaving or joining the school mid-year with some of them changing schools a number of times between the ages of four and eleven. The percentage of pupils who qualify for free school meals is low but service families are not eligible for free school meals and therefore comparisons of levels of attainment with similar schools based on this measure should be treated with caution. The percentage of pupils with special educational needs is above average and the vast majority of pupils are from white UK heritage backgrounds.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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11468	Mrs J Menes	Lay inspector	
30499	Mrs T Woods	Team inspector	English Geography History
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective and very inclusive primary school. It successfully meets the needs of a varied and mobile pupil population. Teaching is good, ensuring that pupils achieve well. Provision for the personal development of pupils is very good and the focus on the global dimension of learning is extremely impressive with very many links to other countries. Pupils are actively involved in school development through an excellent school council making real contributions to the school's long-term plan 'Dream 2010'. The headteacher leads the school well. His democratic approach encourages all staff and governors to play their part reflected in a real sense of shared vision.

The school's main strengths and weaknesses:

- Pupils are recognised as individuals with excellent support for their personal development.
- The school works hard to involve all stakeholders in its development.
- Pupils gain real understandings of the cultures, lifestyles and traditions of the world.
- Teaching is good and pupils build well on their prior attainment.
- Roles and responsibilities of subject leadership teams are insufficiently defined.
- Assessment procedures do not define clearly enough improvement targets and strategies that help individual pupils to achieve them in all subjects

The school has made good progress since the last inspection. Provision for information and communication technology (ICT) has improved; lesson planning meets the needs of all ability levels; and pupils with special educational needs are provided for well, as are the youngest pupils. There have been improvements in assessment and marking but there is still work to be done in developing clear targets for individual pupils.

STANDARDS ACHIEVED

Year 6 results

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils achieve well. They enter the school with below average levels of attainment. They make good progress in the reception year and more able children achieve the nationally expected outcomes by the start of Year 1. They continue to progress well in Years 1 and 2 with standards at the end of Year 2 close to national expectations as reflected by the results of the Year 2 national tests that were average in 2004 in reading, writing and mathematics. Pupils build effectively on these foundations and by the end of Year 6 standards are in line with national expectations in English, mathematics, science and ICT. This is also the case for geography, history, art, music, physical education and design and technology. Results in the 2004 tests for Year 6 pupils were well above national averages in mathematics and in line with them for science and English. However, taking account of progress from Year 2 to Year 6, results were well below those for similar schools in English and science. The movement of significant numbers of pupils in and out of the school in the two years before the tests and the low literacy levels of many new entrants adversely affected

these results and they do not reflect standards currently. However, the school has identified the need to focus on a development programme aimed at improving literacy.

Pupils make very good progress across the school in their personal, social, health and citizenship education (PSHCE) and by the time that they leave school they attain very high standards. **Spiritual, moral and social development is very good** and awareness of other cultures is excellent. This results from carefully planned, wide-ranging opportunities to develop pupils' understanding of themselves, others and the wider world. Behaviour is very good; pupils have very positive attitudes, working well together and caring for each other. They enjoy school, understand its vision and are rightly proud of their part in school development. Attendance is in line with the national average

QUALITY OF EDUCATION

The school provides good quality education. Teaching and learning are good. Teachers know their pupils well and meet individual needs within a varied and mobile population. Teachers have good subject knowledge and are very well supported by good use of talented teaching assistants. Explanations are clear and teachers make good use of question and answer to explore new ideas. This is supported by very good paired discussions through 'Talking Partners' (a programme to develop discussion skills). Lessons are carefully planned with clear learning outcomes although these are not always fully shared with pupils. Provision for pupils with special educational needs is good and they make good progress. There is a good system of assessment. However, it is not always used to define individual targets for pupils with specific advice on how they can improve. The curriculum is good. It is broad and balanced with a particular emphasis on the wider world. It provides a wide range of experiences for pupils supported by good extra-curricular provision, an impressive range of visitors and visits and two residential experiences. Curriculum planning is detailed and effective in developing links between subjects with a good mix of experiences. However, planning does not guarantee a systematic approach to the acquisition of key skills in all subjects and this can limit pupils' progress. Pupils are very well supported in the school. There are good procedures for ensuring care and welfare, and relationships are very good. This is particularly apparent in the pastoral support given to new pupils allowing them to settle speedily into school.

LEADERSHIP AND MANAGEMENT

The school is well led and managed. The headteacher has successfully led staff and governors to develop a shared vision ensuring that all see 'Learning as the key to the future'. He is committed to ensuring the best for each child and is developing a self-evaluative approach to reviewing school performance. Leadership is democratic, committed to equality and involves all stakeholders. This approach underpins the school's five-year strategies, which direct improvement planning. Subject leadership is managed through teams ensuring continuity of expertise. However, the monitoring role of subject leaders has not been developed in all subjects. The governing body is very good. Governors understand the strengths and weaknesses of the school and are able to hold the headteacher and his staff to account. They are actively involved in school improvement planning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils really like their school. They enjoy learning and like their teachers. They get on well with each other and are very proud of the fact that, through the elected school council, they have real involvement in school development with their suggestions and ideas treated seriously and acted upon in the school's improvement planning. The majority of parents have positive views of the school. They particularly like the support for children and feel that they achieve well. A small number have concerns about behaviour in particular year groups but the inspectors found no significant evidence of poor behaviour and any minor difficulties were dealt with very well by staff.

IMPROVEMENTS NEEDED

In order to build on the existing good practice the headteacher staff and governors should:

- Drive forward current plans to raise further standards in literacy particularly through other subjects including PSHCE.
- Develop the roles and responsibilities of the subject leadership teams to ensure:
 - a systematic approach to the development of subject skills;
 - that all teams are enabled to monitor standards and teaching in their subject;
 - that the overall leadership role is clearly defined as well as responsibility for cross-curricular issues such as literacy.
- Improve the assessment system to ensure that individual pupils are given clear information on targets and improvement strategies in all subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well. There are no significant differences in achievement between boys and girls. Pupils with special educational needs achieve well as do pupils who are gifted or talented. Pupils from Travelling families make good progress over their time in school. Children in the reception classes make good progress, which is built on across the school. By the end of Year 6 pupils attain in line with national expectations in all subjects. They are higher than this in PSHCE.

Main strengths and weaknesses

- Pupils achieve well across the curriculum.
- Pupils have excellent understanding of a range of cultures and lifestyles.
- Pupils attain high standards in their PSHCE.
- Pupils with special educational needs make good progress.

Commentary

1. Pupils achieve well. Children enter the reception classes with levels of attainment that are generally below the average. They make good progress overall and very good progress in developing their knowledge and understanding of the world. This is because teaching is consistently good and also because the school is successful in providing a wealth of opportunities that broaden children's views of their immediate surroundings and the wider world. By the time they leave the reception classes more able children attain average standards across all areas of learning.

Key Stage 1

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

Standards in:	School results	National results
reading	16.4 (16.3)	15.8 (15.7)
writing	15.1 (15.2)	14.6 (14.6)
mathematics	16.7 (15.9)	16.2 (16.3)

There were 32 pupils in the year group. Figures in brackets are for the previous year

2. Pupils in Years 1 and 2 achieve well. The 2004 national test results show that by the end of Year 2 pupils attain standards in reading, writing and mathematics that are slightly above the average and current standards are close to national expectations. Pupils can write about the characters in a story and put the main events in the right order. They are generally accurate in their spelling of simple common words and are developing a fluent style of handwriting. They are able to subtract two-digit numbers using a number line and know that multiplication is repeated addition.

Key Stage 2

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

Standards in:	School results	National results
English	26.6 (27.7)	26.9 (26.8)
mathematics	28.6 (27.2)	27.0 (26.8)
science	29.0 (30.2)	28.6 (28.6)

There were 34 pupils in the year group. Figures in brackets are for the previous year

3. The school's good quality tracking system shows that pupils build well on early achievements so that by the end of Year 6 they attain standards that are in line with the national expectations in English, mathematics, science and ICT. This is because teaching is generally good and there is an appropriate emphasis in the curriculum on the teaching of these subjects, particularly English and mathematics. Pupils can round numbers up to a thousand and understand the relationship between fractions, decimals and percentages. They use interesting vocabulary when writing and try to begin their stories in a way that will capture the attention of the reader.
4. Results in the 2004 tests for Year 6 pupils were well above national averages in mathematics and in line with them for science and English. However, taking account of progress from Year 2 to Year 6, results were well below those for similar schools in English and science. The movement of significant numbers of pupils in and out of the school in the last two years before the tests and the low literacy levels attained by many new entrants had an adverse effect on results in these subjects and they do not reflect the standards currently being attained. However, the school has identified the need to focus on a development programme aimed at improving literacy.
5. Pupils who join the school late settle well because they are made to feel welcome by both staff and pupils. The school has a very good relationship with its Traveller population and works effectively to ensure that these pupils receive regular schooling and progress well
6. Standards are also broadly in line with the average for geography, history, art, music, physical education and design and technology. Pupils make very good progress across the school in their PSHCE and by the time they leave school they attain very high standards, particularly in their understanding of a wide range of cultures and lifestyles from around the world.
7. Pupils with special educational needs make good progress across the school. This is because of the good support they receive in the independent parts of the lessons and the prompting that takes place during direct teaching. Pupils are well supported in lessons and as a result learning opportunities for pupils are well developed. The more able and talented are sufficiently challenged in lessons. Their tasks are suitably demanding and enable all pupils to do well.
8. Individual education plans for pupils with special educational needs are detailed and set clear targets. Progress is tracked effectively to ensure that these targets are regularly reviewed. This good system results in pupils with statements and those on the special needs register achieving appropriately high standards.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and personal development are strengths of the school. Pupils display very good attitudes to school and to their work, which helps them to learn well in class and to make good progress overall.

Main strengths and weaknesses

- Excellent cultural development.
- Very good spiritual, moral and social development.
- Very good behaviour.
- Very good relationships at all levels.
- The very effective school council.

Commentary

9. Pupils behave very well in lessons, in the playground and when moving around the school. There have been no exclusions in the current year. Any minor incidents are well managed by staff. Pupils respond quickly to instructions, display interest in their work, respect one another's views and can work collaboratively in pairs and in groups. For example Year 5 pupils were able to work in groups of two or three to produce a clay sculpture of a mountain in the style of Constantin Brancusi and Year 1 and Year 2 pupils worked with a 'talking partner' to explore properties of two-dimensional shapes in mathematics.
10. The majority of parents agree that their children like school and that their behaviour in the school is good. This very good behaviour is a result of good management by all adults and the school's approach to encouraging positive behaviour. Pupils are confident, very friendly and very polite following the example set by the adults within the school; for example pupils hold doors open for adults, respond politely when spoken to and show respect for resources and the building generally.
11. There are very good relationships throughout the school which contribute to pupils' learning. Pupils willingly take on responsibilities for school routines within lessons and around the school. Pupils are involved in a very effective school council and within the 'Dream 2010' strategic planning group.
12. Spiritual, moral and social development is very good and cultural development is excellent. These areas of the curriculum are developed through the effective PSHCE programme which is taught across the school, the many multi-cultural links which staff have forged with countries like Nigeria and Romania and through activities like the current 'Window on our World' project. This project enables children to learn about other cultures through all aspects of the curriculum. Regular educational visits to places such as Whitby and Ripon Cathedral and visits by artists also add greatly to this dimension.
13. The spiritual development of pupils is enhanced through links with the church, poetry writing and the development and use of the 'Secret Garden' – an outdoor garden area designed for quiet reflection. The 'Secret Garden' is a key feature of the school and was instigated and designed by pupils within the 'Vision 2005' strategic planning group.
14. Attendance is in line with the national average and there is very little unauthorised absence. Most pupils arrive in school promptly and Travelling children attend well during the periods that they are in the area.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.3
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.

15. The school is very inclusive and pupils with special educational needs have a positive attitude to learning and take a full part in all aspects of school life. They behave well in all lessons and support staff make a significant contribution to this work.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Teaching and learning are good across the school.

Main strengths and weaknesses

- Lessons are well planned and involve active whole class sessions.
- Pupils are very well behaved and collaborate very well when working in pairs.
- Teaching assistants and other adults in school give good support to individual pupils.
- Learning is enriched by visiting specialists and teachers' personal experiences
- Pupils would benefit from the challenge of having more independence in some tasks.
- Assessment and marking do not always support all pupils' understanding of how they can improve their learning.

Commentary

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6 (15%)	23 (56%)	12 (29%)	0	0	0

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

16. Lessons are well planned and pupils are actively involved in learning throughout the lesson. There is a high commitment to equality of opportunity for all pupils, which ensures that their individual needs are provided for in lessons. Teachers use a good range of teaching strategies to ensure all pupils are able to develop their understanding, skills and knowledge. This is demonstrated very well in mathematics lessons in Year 5 and Years 1 and 2 where teachers use intervention programmes including Brain Gym (a structured approach to improve concentration) and 'talking partners' to support the different ways that pupils learn. The 'talking partners' initiative is having a very positive impact on the pupils' ability to discuss their thoughts and ideas as lessons progress. Teachers use well-planned questions that ensure pupils remain involved in their learning because they have to think carefully before answering. Pupils of differing abilities respond very well to challenging questions and are keen to explain their ideas, methods of working, or reasons for their views. Pupils with special educational needs are sensitively supported at these points in lessons by teaching assistants who work alongside them. Teachers are well prepared and make effective use of practical resources that stimulate and engage all pupils so they are keen to learn. Teachers in Years 5 and 6 are beginning to make use of interactive whiteboards to get pupils to play a more active part in lessons and to get over their teaching points more effectively. In most lessons, tasks are clearly explained so pupils know exactly what they have to do and time is well used. However, there are instances, such as in a Year 6 English lesson, where some pupils are unclear about the purpose of the lesson and as a result are not focused on the task in hand, limiting their progress.
17. Learning is enriched by visiting specialists and by teachers' personal experiences. For example, a street dancer visited the school during the inspection and left the pupils with a memorable learning experience and staff with a set of skills that can be used in future lessons. Teachers bring learning to life when they talk of their recent visits to Nigeria and Australia to stimulate pupils' interest during science, art and geography lessons. Many pupils are also widely travelled and older pupils bring their experiences into their work. This is evident when pupils research information on the Internet for the whole-school 'Window on the World' project and talk confidently about European countries they have visited or lived in.

18. Teachers demonstrate high expectations of behaviour and attitudes at all times which ensures that pupils meet them. Because pupils are generally very well behaved, work hard and concentrate well they make good progress in their learning. Pupils collaborate well when working in pairs; this is an important feature of keeping all involved in whole-class sessions. Pupils are frequently asked to discuss ideas with their partner for a short period of time prior to sharing them with the whole class. For example, in Year 6 pupils were asked, "Where are the forces on a parachute?" This ensured that ideas were very well thought out as they explained the forces of gravity, air resistance and friction. Pupils enjoy learning and have very good attitudes towards each other, their teachers and other adults in school. Pupils who find it difficult to settle to work are supported well because teachers and support staff have good strategies to help pupils develop good learning behaviour.
19. Teaching assistants and the other adults who support pupils in school are very well informed about their tasks. They maintain the high expectations of the teachers. Their work is well planned in both class sessions and group work. They are therefore able to give good learning support across the curriculum to individuals within a group as well as teaching small groups. For example, in a Year 6 literacy lesson, the teaching assistant helped pupils sequence their ideas so that their written work was structured in paragraphs. In the mixed age Key Stage 1 classes, pupils were guided through their work on fractions by skilful questioning and sensitive support. In both instances, pupils made good progress because they remained on task throughout the lesson.
20. Tasks are well matched to the needs of different ability groups within classes and this is an improvement since the last inspection. However, all pupils would benefit from having more independence in their learning. In some lessons, older pupils are over-directed and work within a narrow framework so teachers miss the opportunities that develop during the lesson to allow pupils to organise themselves and support one another. For example, work in some older pupils' science and geography books is too often merely copied from the board. Increased independence in recording would support the development of both thinking and writing skills across the curriculum.
21. Procedures for monitoring the quality of teaching and learning are good and a good system for assessing and tracking the progress of individual pupils is being developed. This has already resulted in pupils being set individual targets in English and mathematics. This system now needs to be developed for use across all curriculum areas. The good marking policy is beginning to have an impact on writing standards. Praise is used effectively and there are comments that help pupils improve their work. This is particularly the case in Year 5 and consequently pupils are much clearer about what they need to do to make progress. However, this approach is not yet implemented across all subjects and year groups and supportive comments do not always include advice on how pupils can improve further.
22. The school is inclusive and makes very good provision for pupils with special educational need. The needs of all pupils are well met during lessons through careful planning. Support assistants provide very good support for pupils, and teachers ensure through good communication that support staff know what is required of them during the lesson. Good direct teaching during independent work and direct support time ensures that pupils achieve well.

The curriculum

The curriculum provided by the school is **good**. It is enriched well by a good programme of visits and visitors. Provision for PSHCE is very good especially in the development of learning about the wider world.

Main strengths and weaknesses

- Very good provision in PSHCE.
- An extensive range of activities and visits.
- Very good support and care by all adults to ensure that all pupils are included and their needs are well met.
- Planned study of the wider world to enrich pupils' opportunities to learn.
- Insufficiently systematic development of the skills needed to understand all aspects of subjects such as geography, history, art and music.

Commentary

23. All of the subjects of the National Curriculum are taught and sufficient time is allocated to each subject within a broad range of curricular opportunities. Curriculum planning is detailed and effective in developing links between subjects and ensuring an appropriate mix of experiences. Whilst the planning system defines key skills across subjects it does not ensure that they are systematically developed. However, the real strengths of the curriculum are the provision for PSHCE, physical education and the extensive range of activities and visits which enrich pupils' experiences. The 'Vision 2005' and 'Dream 2010' projects provide pupils with a clear understanding of planning for the future. These, and the use of the wider world to enhance pupils' understanding, make a significant contribution to pupils' learning. Children in the Foundation Stage have good opportunities for all-round development towards the early learning goals. There is an ethos of care by all adults and very good support provided for pupils. This ensures that all pupils are included and that the school meets their needs.
24. The national literacy hour and numeracy hour have become well integrated into the curriculum. Literacy and numeracy are used well across the curriculum within other subjects, and put learning into real life situations. There is a good emphasis placed on the international dimension as well as initiatives such as the Healthy School Standard. These initiatives are having a positive influence on the curriculum. A very good range of visitors and school visits is used to support and extend learning outside the classroom. These include sporting events, visits to historical sites, museums and outdoor environments, all of which make a significant contribution to pupils' learning.
25. Staff plan satisfactorily for the use of ICT and the resources in the ICT suite provide the mainstay for teaching basic ICT skills. Classroom-based computers are well used but opportunities to integrate ICT into other subjects are sometimes missed.
26. Accommodation and resources are good and are used well to support the curriculum. Support staff make a significant contribution to enhancing the curriculum and the overall quality of education provided. Good progress has been made since the last inspection, with all issues having been addressed.

Care, guidance and support

The school takes very good care of its pupils and provides good support and guidance. There are very good opportunities for pupils to express their views and be involved in the development of the school.

Main strengths and weaknesses

- Pupils are fully involved and consulted in the development of the school.
- Pupils feel safe in school so that they can concentrate on their learning.
- Secure relationships between pupils and staff ensure effective personal support and guidance.

Commentary

27. All staff work together very effectively as a team to provide very good care for all pupils according to their needs. Teachers know their pupils well and the good system for tracking pupils' progress enables them to share information with colleagues, particularly when pupils are due to transfer to another class after the summer break. There are well-established procedures to ensure that the building and grounds are safe, and health and safety procedures are good.
28. There are very good relationships throughout the school so that pupils have confidence in their teachers and can approach them with questions and problems. An effective 'open door' policy means that teachers listen to parents and understand pupils' circumstances. The school has developed close links with other agencies to support pupils' education and welfare. For example, the Army Education Forum keeps the school informed about projected movements of personnel, and regimental welfare officers help with liaison with families. The school provides very good support for children of Travelling families who are fully included in the life of the school. Care of pupils is built into the curriculum so that they learn how to eat sensibly and lead healthy and safe lives. There are good, well-understood child protection procedures in place and the school works hard to ensure the well-being of all pupils.
29. There are good arrangements to introduce children to reception so that they settle quickly. Many pupils join the school in other classes and they are well looked after and quickly make friends.
30. Pupils play an important part in the future development of the school through representation in the 'Dream 2010' group, which includes staff, governors and parents. The excellent school council is well established and an effective forum for consultation allowing the views of all pupils to be heard. It plays an active part in school developments, for example in developing the projected buddy system, which is an integral element in the revision of the anti-bullying policy.
31. The care, guidance and support for pupils with special educational needs are good. All pupils have good individual education plans and targets, which are specific to their needs. The school uses a variety of strategies to meet the needs of all pupils effectively. Pupils are challenged well during lessons and supported well during direct teaching. Pupils are also involved in revising their individual plans to ensure that they meet their needs.

Partnership with parents, other schools and the community

The school has developed very good links with parents, other schools and the community.

Main strengths and weaknesses

- Communication with parents supports pupils' achievement and personal development.
- Parents are involved in many aspects of the life of the school.
- The school makes very good use of a wide range of links with the community to enhance the environment and pupils' learning.
- Strong links with other schools support the curriculum and staff development.
- Written reports do not always tell parents what their children need to do to improve.

Commentary

32. The school is firmly committed to developing partnerships in all aspects of its work including contacts in Europe and the wider world.
33. Parents feel comfortable in approaching teachers with information and queries, and good relationships are built through the emphasis on partnership, the welcome parents receive in school and the work of the home/school association. A large majority of parents feel that their children make good progress and are happy at school. A small minority have some concerns about behaviour issues in some year groups but they also feel that staff deal effectively with any problems raised.
34. Parents feel that they receive plentiful and good quality information about the school through newsletters. The school sends them helpful information on the curriculum, and offers guidance to parents on how to support their children at home. Information on pupils' progress is satisfactory. There are regular meetings for parents to discuss their children's work with teachers. Written reports offer useful information on what their children can do but do not always tell parents about the next steps in their children's learning.
35. The school includes parents in school developments through questionnaires and meetings. They are represented on the 'Dream 2010' group. Parents are very supportive of the school and share in celebrating its success. Some help in school regularly. The home/school association is very active in fund-raising and organising social events such as the annual 'Duck Race'. Parents and community groups played an important part in developing the 'Secret Garden'. Many parents attend class assemblies and special events such as the Celebration Day and family picnic.
36. Parents also join the school in supporting fund-raising for charities and community events such as the cross-country run which is a 50-year tradition in the village. There are very productive links with different aspects of community life including the army, Travellers and the church. The school is participating in a project for village enhancement and a Village Book, both of which have involved pupils. Links with the wider world are a particular feature through fund-raising such as for the Nambikki Appeal, and through contacts in Nigeria, Australia and Romania.
37. There are strong links with other schools in the local cluster group. These include curriculum development meetings and pupils' activities. Wider links are developing with schools in other European countries through a whole school project. The school has good links with three secondary schools to support pupils transferring to Year 7. There are sporting contacts with all the schools and one hosts music festivals, science days and other curriculum events for partner schools. Pupils from a secondary school visited to advise pupils on starting a 'buddy' system. Effective links with early years groups include joint training and visits to support children's transfer.

38. Links with parents having children with special educational needs is good. The school involves parents wherever possible. The school uses the special educational needs support provided by the local authority. The special educational needs co-ordinator works well with the local education authority (LEA) support service and manages the deployment of a range of professionals well to ensure that pupils' needs are well met.

LEADERSHIP AND MANAGEMENT

The school is well led and managed. Value for money is good. Governance is very good.

Main strengths and weaknesses

- A strong, inclusive shared vision and sense of purpose.
- A very effective approach to long-term strategic planning which involves all stakeholders.
- A strong and active governing body which is able and willing to hold the school to account.
- Insufficiently defined roles and responsibilities of subject leadership teams

Commentary

39. The school is led well by the headteacher who is committed to ensuring the best for all pupils. He has developed an inclusive approach to management that recognises that all involved with the school have a role to play in planning for improvement. This has resulted in a very impressive approach to strategic planning through two consecutive five-year plans, 'Vision 2005' and 'Dream 2010', which identify broad, relevant themes for future action and refine them into development programmes. The thinking behind the current plan comes from the school's 'Dream Team' made up of staff, governors, parents and pupils all of whom are able to make real contributions to the process. This very effective planning system enabled pupils to develop and see through to fruition ideas for the 'Secret Garden' (a very impressive quiet area for reflection) in 'Vision 2005' and underpins an ambitious ICT initiative to create an 'e-confident' school as part of 'Dream 2010'.
40. The school's vision that learning is the key to the future is understood by all and underpins leadership at all levels. It is particularly evident in the commitment to a real international dimension to education, which enables pupils to develop excellent understandings of a wide range of cultures and lifestyles. A systematic approach to monitoring provision has been introduced but has not yet impacted on all subjects. However, it has already yielded very useful information about teaching and standards in English and mathematics and is helping to focus developments to raise further standards in literacy.
41. Procedures to check the effectiveness of teachers are systematic and effective. Staff are clear about areas for improvement and provision for their professional development is good. All staff are included in plans for development and training and this is well illustrated by the ongoing playtime and lunchtime initiative which involves teaching and non-teaching staff at all levels.
42. The governing body is active and well informed. Governors work alongside staff in school and observe teaching in their identified subject areas. They understand the school's strengths and areas for development and are important partners in school improvement planning. For example, the governor with responsibility for ICT who has experience in the procurement and use of computer systems is taking a leading role in the team driving the ICT improvement project. The governing body maintains an overview of standards and is well aware of the implications of the relevant data. This enables it properly to hold the head and key staff to account and informs its view of improvement priorities.
43. Subject leadership is managed through a team approach. This ensures continuity of expertise and allows a wider range of experience to inform subject oversight. However, the system is relatively new and roles and responsibilities within the teams are insufficiently defined. In

particular the role of subject leaders in monitoring classroom practice and standards has not been developed in all subjects.

44. The school is well managed. The headteacher is effectively supported by a well-qualified bursar who oversees efficient financial and administrative systems. The school's budget is carefully planned and well used to support improvement priorities. This is particularly evident in the strategic marshalling of considerable resources to support the planned ICT development. This careful approach and the application of the principles of best value in planning and purchasing result in the school providing good value for money.

Financial information for the year

Income and expenditure (£)		Balances (£)	
Total income	612,210	Balance from previous year	62,809
Total expenditure	596,943	Balance carried forward to the next	78,076
Expenditure per pupil	2,665		

45. Leadership of special educational needs is very good with the co-ordinator having a good overview of the needs of pupils and with good policies and procedures in place to ensure statutory obligations are met. The special educational needs governor provides very good support and challenge to the school and successfully promotes inclusion. The co-ordinator has developed an action plan in order to identify the needs of pupils who enter the school at different times more effectively, and this is to be extended to allow a full evaluation of provision.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good overall with many strengths. Children are well prepared for their move from pre-school to reception at the beginning of the school year in which they are five. Children achieve well because teaching is good overall and teachers provide a wide variety of interesting activities that are well matched to individual need. Children with special educational needs are well catered for, with very good support from all adults. All staff work together well, giving the children good role models. Effective initial assessment using the LEAs locally devised baseline scheme and ongoing monitoring ensures that work is set at the correct level to meet individual children's needs. There is good indoor accommodation, which stimulates children's learning. Relationships with parents are good and this has a very positive effect on encouraging parents to help their children, for example when reading books are taken home. Leadership and management of the Foundation Stage are good and have a positive impact on developing learning and raising standards. Until recently children have largely been restricted to learning indoors. The development of the new, secure outdoor area provides the opportunity for this to encompass a wider range of learning opportunities, although this is limited currently as the development is not yet complete.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children know and cope well with the well-organised routines.
- Staff provide good role models for the children and for one another.
- Children with special educational needs are included in all aspects of the curriculum.
- Support from teaching assistants is very good.

Commentary

46. Overall attainment in personal and social skills is below the national expectation when children enter reception. They settle into school very quickly because induction arrangements are good and links with the pre-school are positive. Children enter the classroom at the start of each session with confidence based on their knowledge of effective routines. They select an activity from the interesting range covering all areas of learning which are available. There is good quality teaching in both reception classes and this leads to children acquiring good knowledge and achieving well. Teachers and support staff greet children warmly and this develops children's confidence and self-esteem. Teachers and support staff plan carefully together and provide good role models for children and have high expectations of behaviour. Children respond well to this.
47. Children in reception are encouraged to take turns and co-operate with each other in all activities. Adults ensure that children feel secure and confident and work well to include all children. Children with special educational needs benefit particularly from this approach. By the end of reception, the majority of children have attained the nationally expected goals. They are well behaved; they listen to each other, take turns and work well without direct adult supervision.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children with special educational needs receive good support and achieve well.
- Parents are encouraged to help in the development of reading.
- Children make good progress.
- Adults interact well with children during activities to develop their language.

Commentary

48. Children enter reception with below average speaking and listening skills. Children make good progress and achieve well because the teaching is consistently good in this area of learning. Children with special educational needs achieve well because of the additional support they receive and teachers plan to meet individual children's needs. Teachers provide many opportunities for children to develop their writing skills; for example, within role-play the children wrote shopping lists for the 'Caribbean Market'. All children are expected to attempt to write their name on work produced. Children achieve this task with varying levels of success but the majority are able to write their name with accurately formed letters. Children are given a wide range of opportunities to develop their speaking and listening skills; for example, within a story session the teacher used good questioning skills to extend children's understanding and involvement. Teachers and support staff develop children's spoken language well through effective interaction, modelling language and good questioning techniques. Children are taught to handle books and to listen to stories independently through the use of story tapes. Parents are encouraged to read and talk with their children at home. Reading record books are prefaced with guidance for parents on how to support their children's reading.
49. The majority of children are close to the expected goals by the end of reception. They speak clearly and audibly. They listen well and respond appropriately to questions. The majority recognise initial sounds both orally and visually and can read simple words and sentences by the end of the reception year. More able children can blend letters to attempt unknown words. In writing most children form recognisable letters and can write their name and simple words.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Mathematical development is extended through structured play activities.
- Adults interact well with children during activities to develop their mathematical understanding and to develop mathematical language.

Commentary

50. Children enter reception with attainment that is below the national expectation. They achieve well, so that by the time they leave reception the majority attain close to expected levels in all areas of mathematical development. Children achieve these standards because of the good teaching. Staff use songs and rhymes to develop awareness and understanding of addition and subtraction. Adults use all available opportunities to develop mathematical vocabulary. For example, children were given the opportunity to use plastic coins to buy and sell items in the 'Caribbean Market' role-play area. A teaching assistant worked with these children to ensure the play was structured and to support and extend learning. Good practical activities, including the use of water play, help to develop children's understanding of capacity.

51. By the end of reception, the majority of children can recognise numbers to ten and can provide missing numbers. They can weigh and measure 'Billy Bear' and, with support, record the outcomes

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are offered a wide range of interesting and enjoyable activities.
- Children develop good understanding of life in other countries.

Commentary

52. The majority of children achieve very well and reach the expected goals by the end of the reception year because of good quality teaching. Teachers ensure that children are given a wide range of activities that both interests and stimulates their learning. Computers are used effectively to develop skills in areas of the curriculum, including language and literacy and creative development. Children use the mouse well in painting and drawing activities on the computer. They can use a tape recorder with confidence to listen to stories. They are able to rewind the tape after use. Adults use questioning skills well to develop children's understanding of the world around them. Role-play and teacher-directed activities are used to develop understanding of other countries. For example, ICT was used to gain information from an Australian friend about the weather there before designing a sun hat suitable for spending a holiday with them. Construction kits, for example Snappit and Mobilo, are used for model making and children regularly have access to modelling materials such as play dough.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The majority of children achieve well and meet expected standards by the end of reception.
- The outdoor play is limited as the outdoor play area is yet to be completed.

Commentary

53. Children enter school with physical skills below national expectations. By the time they leave reception the majority of children achieve the expected early learning goals. Teaching is good with teachers and support staff developing children's physical skills through a wide range of activities. However, the outdoor play area is not yet fully developed. Opportunities to develop children's gross motor skills are planned through hall sessions and through the use of the purpose-built indoor play area. Children are able to undress and dress themselves for hall sessions. They are able to roll safely with a distinct start and finish and use space well. Children display appropriate manipulation skills when handling dough, scissors and small toys. They have been taught how to use pencils appropriately and the majority do so with the correct grip.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children show good attitudes to creative development.
- Children's understanding of a range of cultures is enhanced through a good range of creative activities.

Commentary

54. The majority of children achieve well to reach expected levels by the end of reception, as the quality of teaching is good. A wide range of activities is provided by the teachers and the support staff. Adults work alongside the children as they learn how to cut, stick and make music. Stick puppets produced by the children are of a good standard, each being quite different and made with a variety of materials. Creative development is used effectively to contribute to aspects of cultural development. For example, children played un-tuned instruments to accompany actions in an Anansi rhyme from the Caribbean. They were able to play loudly or softly to match actions within the rhyme. Teachers use songs to enhance learning in other areas of the curriculum and for enjoyment. For example, the song 'Farmer Pete' was used to reinforce mathematical understanding with numbers to ten. Children show good and often very good attitudes to learning. For example, they were able to make a spider's web with twigs and wool without direct adult supervision. This allows teachers and support staff to help others as necessary.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- There is a consistently effective focus on reading including a good home/school partnership.
- Tasks are well matched to the prior attainment of individual pupils.
- Literacy skills are not systematically developed across all subject areas.
- Pupils are confident speakers in a range of settings.
- Roles and responsibilities for subject leadership are not clearly defined.

Commentary

55. In the 2004 national tests pupils in Year 2 attained standards that were broadly in line with the national average. This was also the case in Year 6. Current standards are in line with national expectations. The movement of significant numbers of pupils in and out of the school in the last two years adversely affected the 2004 test outcomes and do not reflect the standards currently being attained. However, the school has rigorously analysed these results and has developed a good quality action plan for further improving standards in literacy.
56. Speaking and listening skills are well developed in all pupils. This is because in a large majority of lessons teachers provide a good variety of activities for pupils to talk. For example, pupils in Year 4 engage in a 'hot seating' activity where they take on the role of a character in a story and answer questions about themselves and their relationships with others. In a mixed Year 1 and Year 2 class pupils talk to their partner to support each other in finding answers to their teacher's questions. The high priority that the school gives to the development of personal and social skills also contributes strongly to standards in speaking and listening with the result that the majority of pupils are confident in this aspect of their learning and achieve well.
57. Reading is promoted effectively by all staff. Guided reading and silent reading sessions are regularly timetabled. This ensures that reading is a high priority in the English curriculum and as a result pupils achieve well. The quality of resources is generally good and pupils are encouraged to bring their own reading material into school. This successfully stimulates pupil interest in reading, particularly that of boys. The home reading programme is well supported by parents and this plays a significant part in helping pupils to become confident and accurate readers.
58. The majority of teachers are skilful in motivating pupils to write and this helps them to achieve well. Spelling and punctuation are well taught and most pupils develop a legible style of handwriting. Teachers make suitable use of opportunities across the curriculum for pupils to write in a variety of styles and for a range of reasons. For example, in science they write reports when recording their findings about soluble and insoluble substances. In history they write in the style of a comic strip to tell the story of Icarus, and in geography they write poems about their field trip to Whitby. However, the teaching of the specific skills that the pupils need to improve their writing across all subjects, including PSHCE, is not planned systematically and so there are missed opportunities to raise standards further.
59. The quality of teaching is good overall although there are occasions where the over-direction of pupils' work affects the quality of learning in a small number of lessons. Teachers are well prepared and plan a wide range of activities that link with whole-school projects such as 'Window on the World'. Teachers know pupils well and this enables them to accurately match tasks to pupils' ability. This, together with the very good quality of support from teaching assistants, has a positive impact on the progress of the majority. As a result pupils, including

those with special educational needs, achieve well. Teachers recognise that a more speedy response to assessing the needs of pupils who join the school during the year would get them off to a better start with their work and are seeking to address this issue. Resources are of good quality and teachers make good use of them in their lessons.

60. The quality of assessment is satisfactory. Although there are examples of high quality marking that show pupils what to do next to improve, there are inconsistencies between classes. This is because marking and assessment policies are not yet fully embedded into practice.
61. The team approach to subject leadership makes good use of teachers' expertise and interests but there is some lack of clarity over roles which may constrain further development of the subject.

Language and literacy across the curriculum

62. The development of literacy across the curriculum is satisfactory. Teachers make good use of opportunities to develop skills in speaking, listening, reading and writing across the curriculum. These are often linked to whole-school projects such as 'Window on the World'. However, writing skills in particular are not developed systematically and so there are missed opportunities to further raise standards in literacy across all subjects of the curriculum.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils make good progress and achieve well.
- Good use is made of the national strategy to develop numeracy skills.
- Consistently good teaching and learning builds on pupils' prior attainment.
- The subject is well led with good support for staff.
- Teaching assistants support the teaching of mathematics well.
- Assessment is not used sufficiently well to ensure pupils know how to improve.

Commentary

63. Standards are broadly in line with expectations by Years 2 and 6. Pupils enter school with below average levels of attainment. They make good progress and achieve well by the end of Year 2. This good progress continues and by the end of Year 6 most pupils perform in line with national expectations. Pupils with special educational needs benefit from good levels of support in class and good teaching, resulting in their achievement being good.
64. The National Numeracy Strategy is used well as the focus for teaching and learning with pupils' numeracy skills developed effectively. Teachers know their pupils well and, as a result, work is well matched to meet individual pupils' needs, including the more able.
65. The quality of teaching is consistently good. Direct teaching is a strength. This was seen in the initial work on mental mathematics in a good Year 6 lesson. It was also seen in Year 5 where the teacher used ICT effectively to develop pupils' understanding of multiplication using the computerised whiteboard's timer, flipchart and timetable features to promote pupils' learning.
66. Teachers know and manage their pupils well, and are supported by teaching assistants very effectively. Although learning objectives are identified in all lessons, insufficient emphasis is sometimes given to them and as a result pupils do not always identify opportunities to develop new learning. In the best lessons there is good challenge for all pupils and skilful, carefully directed questioning ensures very good learning. Day-to-day assessment is generally good and in one very good lesson in Year 5, pupils were given clear feedback about their work

based on success criteria. However, marking and feedback to pupils are inconsistent and do not always give pupils sufficient guidance on how to improve.

67. The leadership of mathematics is good. There is effective monitoring and evaluation of teaching and learning and of pupils' progress. The subject team are effective in their management of the subject and the curriculum leader is innovative, enthusiastic and aware of current issues around the National Numeracy Strategy. She has had a strong influence on the development of mathematics in the school in her role as 'Leading Maths Teacher' and is beginning to have a significant impact on raising standards
68. Pupils cover all aspects of the National Curriculum in mathematics well and in some depth. There is a clear action plan for improving the teaching mathematics following an audit of need. This is focused on raising standards as well as promoting pupils' enthusiasm for the subject.

Mathematics across the curriculum

69. The provision for developing mathematics across the curriculum is good. The planned experiences for using and applying mathematics in the Foundation Stage are built upon as pupils progress through the school. The thematic approach used in the school ensures that pupils use mathematics in context in a variety of real life situations. This helps pupils to develop understanding of the place of mathematics in everyday life.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching is good overall.
- Pupils develop good understandings of fair tests.
- There is an appropriate emphasis on investigative science.
- The role of the science team is underdeveloped.

Commentary

70. Standards in science are in line with national expectations at both key stages. All areas of science are covered through a carefully planned curriculum. In Years 1 and 2, there is an appropriate emphasis on investigative science where even the youngest pupils observe, predict and record living things and processes. They develop sound understanding of living things, the main parts of animals and plants and the conditions required for life. These skills are further developed in Years 3 to 6 where, for example, in Year 4 pupils investigate electrical circuits and Year 3 pupils talk confidently about healthy eating. In Years 5 and 6 pupils know about forces and they can make sensible judgements about the likely impact of forces such as gravity and air resistance on parachutes. By the time they leave the school, pupils understand how to apply the principles of scientific investigations and fair testing.
71. Science teaching is good. Teachers have good scientific knowledge and use a good range of resources, including the interactive whiteboard, to stimulate pupils' interest in all aspects of science. In a Year 4 lesson on electrical circuits, the teacher ensured that all pupils were able to work directly with a large assortment of materials to produce simple, then more complex, circuits. Pupils made switches and understood the relative efficiency of circuits in series and parallel. This commitment to learning through experiments encourages pupils to consider how to ensure that their investigations are based on fair tests and, by the time that they leave the school, pupils have sensible ideas about how to control variables in their experiments. In the best lessons, as seen in Year 4 and 5, teachers draw together the main teaching points at the end of the lesson to ensure that pupils have grasped the key science concepts.

72. Pupils respond well to science lessons. A particular feature is the good collaborative work and thoughtful responses to teachers' questions that come from talking partners. Pupils' work is well presented and they make good use of charts, graphs and diagrams. Talented support staff work well as part of the teaching team and play a particularly important role in practical lessons, supporting pupils in group working. They also work very well with pupils who have special educational needs who enjoy the subject and make good progress.
73. Science is led and managed by a team of Key Stage 1 and Key Stage 2 teachers who have begun to meet regularly to monitor and track the science curriculum. Science assessments are recorded at the end of each teaching unit. Both of these processes are relatively new and have not had time to impact upon raising standards in science. Resources and accommodation for science are good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Improved access to resources has raised pupils' achievement.
- Pupils' enthusiasm for the subject makes a significant contribution to their good achievement in most lessons.
- The school computer network does not provide fast, reliable access to appropriate on-line and shared resources.
- Access to resources for control and sensing is limited.

Commentary

74. Standards in ICT are now broadly in line with national expectations at both key stages, which is an improvement on the previous inspection when they were judged to be unsatisfactory by Year 6. Improvement is due to the improved level of resources available for teachers to use in lessons and training that has enabled them to gain the confidence to teach ICT. Teachers use the resources in the ICT suites effectively to teach pupils the basic skills they need to support their learning in other subjects.
75. By Year 2, pupils use the computer to make pictures and write text. The oldest pupils make use of word processing and publishing software to present information to a range of audiences. Pupils in Years 3 to 6 build on these skills but do not have well-developed understanding of the use of multimedia, sensing or control applications of ICT. Pupils have the confidence and skill to use the Internet to research topics to support their learning in history, geography, art and science. In both key stages they are currently using the Internet to find information for the whole-school project, 'Window on the World'.
76. Pupils' achievement is good. In some lessons, pupils work in expert-novice pairs where collaboration between pupils raises achievement, especially for low attaining pupils. This approach was particularly effective where Year 6 pupils prepared a resource schedule on a simple spreadsheet for equipping a Romanian school. Younger pupils achieved well when they worked with their talking partner to research the 'Children's Atlas' for information on produce around the world.
77. Provision is generally satisfactory but there are still shortcomings in access to computers in classrooms. The network is old and does not allow teachers and pupils to store and share their work, so a lot of pupils' work is printed or saved to disc. Computers do not have the capacity to run the most up-to-date software. Older pupils do not use control technologies to support their learning in science and geography. Access to computers at home contributes to pupils' overall confidence with ICT but the school does not have the common software that is

installed on most home computers, so opportunities for pupils to transfer work between home and school is very limited.

78. Teaching in ICT is good and in most lessons teachers capitalise on pupils' enthusiasm for the subject. Teachers are beginning to use digital projectors and interactive whiteboards to get pupils involved in their demonstrations and this is already having an impact on improving pupils' ICT skills. Teachers familiarise themselves with applications they are to use and most lessons begin with a confident demonstration which keeps all pupils interested and eager to learn. A lesson for a mixed class of Year 1 and 2 pupils got off to a brisk start and the pupils listened attentively as the teacher described what they were going to learn. Lessons end with a review in which pupils, having clearly enjoyed the lesson, describe something new they have learned. One pupil proudly announced, "...and did you know that the first car was made in Germany?"
79. Resources are suitably managed and the support from a part-time technician is highly valued. The resources in the ICT suite provide the mainstay of teaching basic ICT skills but because of the limitations of the timetable, opportunities to use the suite independently to support learning in other subjects are limited. All classrooms have a computer but not all teachers have found ways to maximise the use of computers in the ICT suite and their classrooms to integrate ICT into the wider curriculum. The 'ICT Innovations' team has a wide representation including the headteacher, governor, teaching and technical staff. This group is newly formed and has developed an ambitious action plan, which if underpinned by accurate monitoring of current standards and successfully implemented with appropriate training and technical support, is likely to enable the school to meet its vision of becoming an 'e-confident school by 2010'.

ICT across the curriculum

80. The integration and assessment of ICT across the curriculum are not fully developed by all teachers, although the school has reviewed the latest exemplar materials from the Primary National Strategy. Pupils use simple databases and spreadsheets in mathematics, science and geography. The school has a suitable range of software to reinforce pupils' learning in English and mathematics. ICT is used well in art, with the youngest pupils creating a variety of pictures but the software lacks sophistication to challenge the older pupils.

HUMANITIES

81. No lessons were observed in history and only two in geography, so it is not possible to judge overall provision. Evidence was also gained through discussion with the subject leadership teams and examining teachers' planning and pupils' work.
82. Available evidence suggests that standards in both **history** and **geography** are broadly in line with national expectations. The quality of teaching in geography is satisfactory overall. Teachers have good subject knowledge and lessons are well planned. For example, in a Year 4 lesson, pupils practised and improved their ability to pose questions using photographs as a source of evidence about the way of life and culture in Nigeria.
83. Projects such as the 'Window on the World' vastly enrich pupils' experiences of other cultures and their history. Good quality displays around the school support pupils' learning in both subjects. Teachers make good links with other subjects. For example, pupils handled and played a good range of percussion instruments in their music lesson gaining valuable insights into music from countries around the world. This approach contributes strongly to the development of a respect for the experiences and values of others as well as an appreciation of their own and others' cultural traditions.
84. Curriculum experiences are enriched by a very good range of visitors and day visits, for example to Richmond Castle and to Whitby. Pupils also benefit from residential visits to East Barnby and Marrick Priory, as well as a number of links with schools around the world.

However, the skills pupils need to carry out in-depth study in both history and geography are not taught systematically enough and this restricts pupils' progress.

85. The team approach to the leadership of the subject has been hindered by staff absence and so has had little opportunity to develop and influence practice.

CREATIVE, AESTHETIC AND PRACTICAL SUBJECTS

86. Two lessons were seen in art and design, one in music and one in design and technology. Pupils' work in books and displays was looked at in art and design and design and technology. Singing was observed during one collective act of worship.
87. Evidence suggests that standards in **art and design** are in line with the national expectation at the end of Years 2 and 6. Observational work in art and design is of a higher standard in both key stages and is good. This was evident in a Year 1/Year 2 lesson when pupils produced good representations of fruits from around the world. Within this lesson one pupil who had produced a very good pastel drawing of a mango was able to describe to the class the techniques he had used. Pastel work produced by Year 6 pupils in the style of Modigliani and water colours produced by Year 3 pupils in the style of Turner were also very good.
88. Pupils are given opportunities to use a variety of media including clay, watercolour, pencil, paint and collage. There is less emphasis on textiles. Links are established with other subjects and particularly with the cultural dimension of the curriculum. ICT is used in both key stages to produce artwork.
89. Available evidence suggests that standards in **music** are in line with the national expectation by the end of years 2 and 6. Pupils across the school can sing tunefully and with enthusiasm in collective acts of worship. In a class music lesson based on the 'Window on the World' project Year 4 pupils made good progress as they improved their ability to keep the beat and follow rhythmic pattern. Good links are made with other subjects and music makes a positive contribution to cultural development as pupils are given the opportunity to listen to music, sing songs and play instruments from other cultures. Pupils enjoy music and value the opportunity to work with visiting specialists.
90. Available evidence suggests that standards in **design and technology** are in line with the national expectation by the end of Years 2 and 6. Pupils develop satisfactory skills in designing. They can use a range of construction techniques using paper, card, clay and wire to produce two- and three-dimensional models. Design and technology makes a positive contribution to cultural development. For example, Year 4 pupils produced Nigerian masks using a variety of materials. Within a Reception/Year 1 lesson ICT was used to link to friends in Australia to support the designing of a sunhat. Pupils were able to discuss the design requirements of a sun hat. They understood the dangers of sunburn and could offer sensible ideas about hat design.

Leadership and management of the creative subjects

91. Leadership and management of the creative subjects are satisfactory overall. The team approach to subject leadership enables a pooling of expertise. However, roles and responsibilities need further clarification within this structure. Subject monitoring and evaluation are underdeveloped within the creative subjects and consequently leadership teams are unclear about the strengths and weaknesses across the school. Resources are satisfactory overall across all of the creative subjects.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good and pupils' attitudes to the subject are very positive.
- Pupils' achievement is enhanced through a wide range of extra-curricular activities.
- The subject is effectively led and managed.
- Dance is a strength of the school with various types of creative dance taking place.

Commentary

92. Standards in physical education are in line with the national expectations for pupils in Year 2 and Year 6. However, it has not been possible to make a judgement on all areas of the physical education programme during the inspection.
93. Pupils achieve well with the quality of teaching and learning being good and sometimes very good for all pupils including those with special needs. A very good lesson was seen in reception/Year 1 class where children were highly engaged in physical activity and achieving well. Pupils were able to balance well and complete sequences of moves. The majority of pupils reach national standards for swimming before leaving the school through an intensive programme in Years 4 and 5.
94. Pupils are very enthusiastic and all have very positive attitudes to learning. Pupils in Year 1 and 2 moved creatively and with sensitivity. They followed instructions well and listened and acted well on advice. In Year 6 pupils worked with a professional dancer to develop their understanding of dance. They quickly learnt new steps and were confident about moving. All pupils were actively engaged due to the good teaching by the dancer, as well as their prior knowledge of other aspects of physical education.
95. Extra-curricular opportunities, team sports and swimming have a positive impact on pupils' achievement. There is a strong emphasis on outdoor education for pupils in Years 5 and 6, which covers a wide range of activities, including climbing, caving, canoeing and many other adventurous activities. These enrich pupils' learning and provide opportunities to develop skills outside the normal curriculum.
96. The subject is led and managed effectively. The co-ordinator is part of an international link to develop physical education, as well as actively involved in linking with local schools to provide sporting activities. Progress since the last inspection is satisfactory with the school planning to ensure that it meets the minimum requirement for two hours of physical exercise weekly.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social, health and citizenship education is **very good**.

Main strengths and weaknesses

- The recognition of pupils as individuals with excellent support for their personal development.
- Very good pupil progress.
- Very good planned activities for citizenship.
- The significant contribution of the school council to the life of the school.

Commentary

97. Provision for PSHCE is very good and a strength of the school. The school gives high priority to personal development as an integral part of its work and school assemblies make a significantly positive contribution to this curriculum area. Very good, positive, supportive relationships underpin all activities and learning and achievement is very good. Teaching is good and pupils' contributions are valued in lessons and circle time. The teaching is supported

by respect for pupils as individuals, which helps them gain in confidence and self-esteem. The positive effects of this can be seen in the enjoyment that pupils gain from attending school. They demonstrate mature and responsible attitudes, working as 'talking partners' and in supporting and caring for others.

98. The school has a strong commitment to citizenship particularly those aspects related to the study of the wider world. Pupils develop an excellent understanding of themselves, others and the wider world. Their awareness of other cultures is a high priority for the school. Pupils are encouraged to think about issues of right and wrong and to consider others' points of view. Circle time is used well to explore issues around citizenship, with the class and the school council making a significant contribution to what is discussed. The themes that the school follow relate to countries far and wide. Pupils have a good understanding of the needs in these countries. Environmental issues are also addressed and pupils look at these along with other global issues as part of a planned programme, which are linked to other themes within the school. Five-year strategic plans 'Vision 2005' and 'Dream 2010' ensure that the community of school has a sense of purpose and a focus on learning as the key to the future. This enriches the work of the school and makes a major contribution to all areas of the curriculum

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS*Inspection judgement***Grade**

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

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