

.INSPECTION REPORT

**NORTH STAINLEY CHURCH OF ENGLAND
(VOLUNTARY CONTROLLED) PRIMARY SCHOOL**

Ripon

LEA area: North Yorkshire

Unique reference number: 121578

Headteacher: Mrs Sandra Langley

Lead inspector: Phil Snelling

Dates of inspection: 1st - 2nd February 2005

Inspection number: 267404

Inspection carried out under section 10 of the School Inspections Act

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
Number on roll:	34
School address:	North Stainley Ripon North Yorkshire
Postcode:	HG4 3HT
Telephone number:	01765 635276
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Appropriate authority:	The Governing Body
Name of chair of governors:	The Reverend M Beresford-Peirse
Date of previous inspection:	May 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated four miles north of Ripon in North Yorkshire, with most of the pupils who attend coming from the village of North Stainley. The area has a stable population but there are a number of older pupils who have not attended the school throughout. The school is very small and the number on roll, at 34, is about the same as it was when last inspected. The pupils are mainly taught in two classes, one a joint Foundation Stage and Key Stage 1 class, and the other a Key Stage 2 class. Within the younger class, the pupils sometimes split into age related groups, with one led by the teaching assistant. All pupils are of white, British or other background and there are no pupils from homes where English is not the main language spoken. The area as a whole has above average social and economic conditions, though the pupils are drawn from both private housing and a council estate opposite the school. An average number of pupils are entitled to free school meals. The number of pupils who start in reception each year is very small and their attainment on arrival varies enormously; over the years it works out that most attain close to what is expected at that age. The current group has above average attainment. A smaller than usual proportion of children has special needs and none at present has a statement of special educational need. Most of the pupils receiving additional help have speech and communication or language difficulties. The school received a 'Basic Skills' award for the second time in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3624	Phil Snelling	Lead inspector	Mathematics Geography History Music Physical education Religious education
8988	Joan Cross	Lay inspector	
17907	Mike Bowers	Team inspector	The Foundation Stage Special educational needs English as an additional language English Science Information and communication technology Art and design Design and technology

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REPORT CONTENTS

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

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. The staff and governors are committed to developing their pupils within a Christian ethos and they flourish in its care. They reach high standards in their personal development. Good teaching ensures that pupils achieve well in their work and enjoy their learning. Most reach at least average standards by the time they leave. The school is led and managed well by an effective and committed team. Relationships are excellent. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The exceptional family ethos results in a community where adults and pupils care strongly for one another;
- The richness of the curriculum makes learning interesting and motivates the pupils to learn;
- Parents have full confidence in what the school provides and how it cares for their children;
- Pupils mostly achieve well in English and mathematics;
- Pupils with special educational needs make good progress in relation to their difficulties;
- Some pupils do not achieve as much as they could towards the end of Key Stage 2.

Improvement since the last inspection has been good. The previous weaknesses in information and communication technology (ICT) provision, handwriting and spelling have been tackled. Significant improvements have been made to the building to create better classroom space and the Foundation Stage is stronger. The governing body are more effective and actively involved in the school's work.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E indicates a result in the bottom 5 per cent. Similar schools are those whose pupils attained similarly at the end of Year 2.*

Please note this is a very small school; results must be treated with caution.

Pupils' achievement is good. From these test results it might appear that pupils leave at the age of 11 with low standards but this is far from true. In this very small school, only a handful of pupils take tests in any one year and this makes the results above unreliable as indicators of success because the performance of one pupil can have such a big effect. The school gives pupils a secure grounding in literacy and numeracy skills, whilst providing them with worthwhile experiences in all other subjects. The teachers' own assessments show that pupils normally achieve the standard predicted for them based on their previous attainment and the inspection confirms that most pupils' achievement is good. It is at its best up to Year 4. However, for some pupils, mainly the more able but for most in science, progress slows and becomes more ordinary in Years 5 and 6 because they are not

challenged hard enough. In science, pupils do not always study topics in enough depth or push further forward with them to reach higher levels.

Pupils with special educational needs make good progress throughout and achieve as much as they are capable of. Restrictions in accommodation make it hard for teachers to provide the full range of gymnastic activities but pupils reach very high standards in swimming. In reception, the children make good progress and the present group are on course to comfortably achieve the goals they are expected to reach by the end of the year.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils' attendance is usually well above that found in most primary schools and pupils behave very well. They enjoy the opportunities for learning the school offers, developing a strong respect for the beliefs and cultures of others.

QUALITY OF EDUCATION

The school provides a good quality of education for its pupils. Teaching is good overall. Relationships between teachers and pupils are excellent and pupils are motivated and keen to learn because lessons are interesting. Teachers cope well with the wide range of ages and abilities in their classes. There is some especially strong teaching in the Foundation Stage and in Years 1 and 2. Teaching assistants in both key stages work skilfully alongside teachers, playing a major part in supporting all pupils, especially those with special educational needs. A very good range of activities is available to pupils outside school time, especially considering how small the school is. The school's links with the community and its very good use of visits and visitors to enliven pupils' learning means that there are plenty of opportunities for pupils to learn from stimulating, practical experiences. Assessment of pupils' progress is good overall but is more detailed and beneficial for the younger children. Although most of the work is planned at different levels for all children, the older average and more able pupils are not always challenged hard enough. Assessment and marking at this stage could be better used to set precise targets for individual children. The care, guidance and support given to children are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Governance is good and statutory requirements are met. The headteacher and governors have a clear and accurate view of what the school does well, where it needs to improve and how it can best move forward. The headteacher gives a strong steer to the work of the school and manages it well, alongside a substantial teaching load. Team spirit is strong and staff are well motivated. All staff play their full part in contributing to and sharing decisions and responsibilities. Day-to-day management is efficient so the school runs smoothly.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents think very highly of the school and are especially pleased with the way it teaches the children to show care for each other and with the interesting activities it provides. The pupils share the parents' enthusiasm for the school, feeling that they have a real say in what goes on. New arrivals and their parents comment on how well new children are helped to settle and how welcome they are made to feel.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Further raise the achievement of pupils in Years 5 and 6.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are above average at the age of 7 and average at the age of 11. Overall, the majority of pupils, including those with special educational needs, achieve well. However, progress is slower in Years 5 and 6 and the more able pupils, in particular, could be challenged more effectively.

Main strengths and weaknesses

- Standards are rising in the Foundation Stage and at Key Stage 1;
- Pupils with special educational needs achieve well;
- Pupils do very well in swimming;
- More able pupils throughout the school could reach higher standards in science;
- Older pupils could be challenged more effectively in some lessons.

Commentary

1. Last year there were only 4 pupils in the Year 6 group and only 2 pupils in the Year 2 group; the standards in national tests tables are therefore not shown.
2. With the number of pupils taking the tests each year being small, the results alone do not give a reliable basis on which to judge pupils' attainment. There are variations in the results between pupils at the ages of 7 and 11, with pupils at the age of 7 performing better. Inspection findings confirm that standards are above average at the age of 7 and average at the age of 11. However, drawing conclusion from this picture needs to be treated with caution, not least because of the small number of pupils, and new pupils often come to the school during the junior years.
3. When pupils start school their skills vary. However, taken over a number of years, indications are that most have skills that are broadly as expected for their age. The current Foundation Stage (reception) pupils have made a strong start and are achieving well in all areas of learning. All these pupils are on course to comfortably reach or exceed the expected levels (Early Learning Goals) in all areas by the end of the year. They make particularly good progress in their personal, social and emotional development and in the development of early reading, writing and mathematical skills.
4. Overall, pupils throughout the school make good progress and achieve well. Standards are rising, particularly in the Foundation Stage and Key Stage 1. There has been less improvement by the end of Key Stage 2 because the achievement of some pupils dips in the later junior years, where the level of challenge for them is not always right. This means that standards do not rise as much as they could above the average and not enough pupils reach the higher levels. Pupils with special educational needs achieve well in relation to their abilities because of the good support provided for them.

5. The majority of pupils achieve well overall in English and standards are improving in response to the school making it a priority in their work. By the age of 11, pupils have particularly good speaking skills and read well, both for pleasure and learning. They build effectively on their previous attainment, although there is some scope for further development of more advanced reading skills for the older pupils. At Key Stage 2, writing lags behind reading, with progress not being as rapid. The school has identified this as an area for improvement and has put an effective range of measures in place, which are starting to have a good impact. In mathematics, pupils achieve well overall. They do particularly well in Key Stage 1 and reach higher standards at the age of 7 than at the age of 11. This is largely because, although progress is good for junior pupils up to Year 4, in Years 5 and 6 pupils are not always stretched as much as they could be and some could achieve more.
6. In science, pupils throughout the school make satisfactory progress to reach average standards at the ages of 7 and 11. Although they cover all aspects of the curriculum, the programmes of work they follow do not always allow them to explore aspects in sufficient depth and too few opportunities are provided for pupils to extend their scientific knowledge and understanding. This affects the progress of the more able pupils in particular. The school has recently introduced new assessment and tracking procedures to identify more sharply the next steps in learning and to provide the right amount of support and challenge. It has rightly identified the need to measure their effectiveness and further develop them.
7. Standards in ICT are broadly as expected at the ages of 7 and 11 and pupils throughout the school achieve steadily. There have been improvements since the last inspection in teaching and resources, which are having a good impact on learning. In most other subjects, pupils achieve as well as others of similar age. In swimming, they reach particularly high standards because of the emphasis the school places on this area.

Pupils' attitudes, values and other personal qualities

Pupils have very positive attitudes towards their learning and behave very well throughout the school day. Provision for their spiritual, moral, social and cultural development is very good overall. Almost all pupils arrive at school punctually and attendance is usually very good.

MAIN STRENGTHS AND WEAKNESSES

- Staff create a super atmosphere in which children develop really well, are highly motivated and work hard;
- Pupils of all ages get on extremely well together and support one another hugely;
- Pupils are rarely absent so they are able to make the most of the experiences the school offers;
- Pupils' social and moral development is promoted very effectively.

Commentary

8. The school has succeeded in maintaining a very positive climate for learning since the time of the last inspection. Some aspects of pupils' personal development have

been further strengthened. Their very good attitudes, behaviour and attendance help them to achieve well academically and develop very high personal standards.

9. Pupils are able to concentrate on their learning without distraction because staff have consistently high expectations of their conduct and effectively explain the impact of unacceptable behaviour upon others. Parents firmly believe that their children like school, are treated fairly and encouraged to mature. They have very few qualms about behaviour, including bullying or harassment, and say that staff deal swiftly and effectively with any incidents that arise. There have been no exclusions from the school. Pupils behave very well during their free time, because they are provided with stimulating equipment to channel their energies and promote co-operative play. In particular, the well loved adventure play area provides many challenges and is treated respectfully.
10. Children are thoughtful, considerate and helpful because staff actively encourage them to be alert and responsive to the needs of others. Relationships are excellent throughout the school. These personal qualities are promoted very effectively through the emphasis on 'whole school togetherness'. School performances, daily worship, the school council, many educational visits and some extra-curricular activities embrace all ages and also have a strong impact. Older pupils set very good examples to the younger ones and are very patient with them. In lessons such as physical education, for example, the school's very youngest pupils gain confidence from the very good support of Years 1 and 2. In the playground older pupils mix extremely well with younger ones, integrating them into their games and looking after them maturely.
11. Pupils are given really good opportunities to influence decision making through the school council that has been established since the last inspection. Through this forum, for instance, they have drawn up suitable codes of conduct and organised charitable fundraising.
12. Provision for pupils' spiritual and cultural development is good. The influence of the church to which the school is affiliated is strong. Multicultural education has been strengthened since the last inspection and is successfully raising pupils' awareness of other cultures represented in British society. Younger pupils, for example, have been to a synagogue in Harrogate, and the whole school has visited a Hindu temple and Asian store in Bradford. Pupils very effectively learn to respect the views of others, however different from their own, in lessons that are specifically tailored to encourage them to think deeply about an issue and discuss it maturely at length.

Attendance

13. Attendance levels are high in comparison to other schools. Attendance dipped somewhat last year, yet was still above the national 'norm'. It returned to its usual, well above average level last term. This is a remarkable achievement because the absence of even a single pupil can dramatically impact upon overall statistics in a school of this small size.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.7

Unauthorised absence	
School data	0.0

National data	5.1
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National data	0.4
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

14. There were no exclusions last year and there have been none this year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching and learning are good, and at times of very high quality for the younger pupils. The curriculum provides many interesting learning opportunities across the full range of subjects. Staff care for the children very well and there are very good relationships with parents, other schools and colleges.

Teaching and learning

Teaching is good. It is sometimes inspired in the reception and infant class. The learning for the older pupils is not always sufficiently challenging.

Main strengths and weaknesses

- Assessment could be used more effectively to ensure the older pupils are fully challenged;
- Teaching assistants make a very strong contribution to children's learning;
- There are excellent relationships between adults and pupils, which underpin learning very well;
- Teaching has improved since the last inspection.

Commentary

Summary of teaching observed during the inspection in 8 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	1	3	3			

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

15. Teaching and learning have improved since the previous inspection in what were the weaker areas of ICT, handwriting and spelling. Teachers plan regular opportunities for pupils to use the new computers in much of their work and they are well supported by adults when using them. The handwriting scheme now used is effectively taught, as is spelling. For example, pupils are encouraged to develop visual memory and to identify common spelling mistakes.
16. Teaching is at its most effective in the Foundation Stage and in Key Stage 1. Highly detailed planning and assessment ensures the differing requirements of these key stages are delivered successfully within the one class. The teaching in this younger class constantly challenges the pupils, so they are encouraged and their curiosity is aroused. Their language is developed very well. In a highly successful mathematics lesson, pupils achieved very well as they became engrossed in their work. The lesson's success was built on excellent knowledge of the curriculum, first-rate relationships, clear use of resources and teaching aids, and the skilled support of the teaching assistant. Most effective was the use of the summary at the end of the lesson to check what pupils had learned and to introduce the next idea to be explored.
17. In both the infant and junior classes, lessons are well organised and efficient use is made of time. Teachers manage the wide range of ages and abilities well, so that learning takes place in a calm atmosphere and surroundings. All pupils, of whatever age or gender, work exceptionally well together. This gives a huge boost in confidence to the younger children. In Key Stage 2, there are well established routines which allow pupils to listen and respond to questions, with space and time created for them to think. The excellent relationships between pupils and adults contribute to the purposeful atmosphere. There is an expectation on the part of staff that pupils will work hard and this is met in full as pupils quickly settle down to their

work. New pupils quickly become part of their new class and its way of working, a point reinforced by parents of children who had moved into the school part way through. Pupils know that they are expected to work hard. They enjoy school and like the amount of support given to them in lessons. Parents share their views.

18. Teachers generally have a good knowledge of the different areas of learning and of individual subjects, although some gaps are evident in the science teaching. This is one reason why the Year 5/6 pupils are not sufficiently stretched in this subject. Pupils' achievement generally is more ordinary at this age than earlier in the key stage, in part because they have fewer other pupils against whom to compete. However, better use of clear and specific learning objectives shared with pupils at the start of lessons and tighter assessment against them at the end, would sharpen the challenge to individuals, giving them stronger personal targets.
19. Teachers and teaching assistants work as a team, to which the assistants make a very strong contribution. They share the same good management skills as the teachers and take various different groups skilfully. They work effectively with children across the full ability range, at times asking perceptive and demanding questions of more able pupils, at other times closely supporting pupils with special needs. These pupils gain confidence and good attitudes to learning because of the close attention they receive, and suitable work can be provided to help them achieve well. The teaching assistants' contribution is vital to providing best challenge for the wide age and ability ranges in each class.
20. Marking and assessment of pupils' work is good. There is much of high quality in the Foundation Stage and Key Stage 1, where assessments are highly detailed. Across the school, relatively new arrangements have been introduced which show improvement in the guidance given to pupils on what to do next. Older pupils are now beginning to benefit from and respond to this. The use of homework is satisfactory. One or two parents mentioned that it tends to be inconsistent in its use and the school is now improving this aspect.

The curriculum

The curriculum is of good quality. It provides successfully for the wide range of ages and needs within the classes in most subjects. Many valuable opportunities are created for enrichment, particularly through visits and visitors. The accommodation and resources are satisfactory.

Main strengths and weaknesses

- Pupils' learning is rich and enjoyable;
- The school's accommodation, though improved, still has some limitations;
- There is very good provision for pupils with special needs.

Commentary

21. The breadth of curricular opportunities has improved since the last inspection. In particular, the provision for ICT is much better and teachers now ensure its effective use in many lessons. Most subjects are taught in sufficient depth to give pupils meaningful experiences. The Foundation Stage curriculum is very well organised, with all areas of learning well represented, lots of 'hands on' activities and outdoor activities built in regularly. The way in which the progression from the Foundation Stage to the Key Stage 1 curriculum is managed is most impressive. One subject that is not as well planned is science. The work here does not always build sufficiently accurately from one learning activity to the next, to ensure the pupils make best progress.

22. The way in which the school seizes all opportunities to enrich pupils' experiences is a great asset. For example, pupils in the junior class have weekly French lessons through drawing on the skills of the part-time teacher. Outside expertise is used very well, for example for sports coaching and to teach pupils how to play musical instruments. The extensive use of visits and visitors has a significant impact on subjects such as personal, social and health education and citizenship (PSHCE), history, religious education and art. Visitors are often drawn from the local community, which further enhances the relevance of the experiences they provide to the children's lives. Parents and children comment on how much enjoyment these additional opportunities give to their learning.
23. The small number of pupils in each year group presents the school with some challenges; for example, children have less choice for developing friendships or taking part in team games. The school does well to compensate for this by joining in activities with 'cluster' schools. A good example of this is the joint residential visit for older junior pupils.
24. Provision for pupils with special educational needs has improved since the last inspection and is now very good. Pupils' specific needs are carefully assessed, they receive regular skilled help from support staff and parents are involved and consulted. This enables them to work at their specific weaknesses either individually or in small groups and to benefit from being included in the full range of activities open to other pupils.
25. Since the previous inspection, the parish room attached to the school building has been fully developed as part of the teaching space. This is a valuable addition, which allows better quality group and practical work to take place. Further alterations are due to be made in the very near future, to enable better storage of resources and to create facilities for the disabled. The extra space has enabled better organisation of computers and their more frequent use, which has undoubtedly contributed to improved standards in ICT. The lack of a hall continues to restrict the delivery of part of the physical education curriculum, despite the school's best efforts to overcome this.

Care, guidance and support

Staff take very good care of the pupils and provide good support and guidance for them overall. They very actively involve pupils in the life and work of the school through seeking, valuing and acting on their views.

Main strengths and weaknesses

- Staff meet the personal needs of the pupils very effectively;
- Staff keep a good check on pupils' academic progress and provide strong support for those with special educational needs;
- Staff make very good arrangements to ensure that pupils settle in;
- Pupils' views about the school matter to the staff and are taken on board;
- There is need for greater involvement of pupils in target setting and reviews.

Commentary

26. Pupils thrive in the very caring, family atmosphere that staff create. Excellent relationships throughout the school, coupled with the pupils' tremendous support for one another, are key to their confidence, happiness and sense of well being. Staff know the pupils and their families very well and are very good at picking up on their needs and anxieties. They quickly spot pupils who need additional support with their learning or behaviour. Well deployed teaching assistants skilfully respond to pupils' academic and personal needs. The help of outside agencies, such as learning support and educational psychologists, is enlisted where appropriate.

27. Parents are delighted with the arrangements that staff make to ensure that their children settle into school. Staff visit prospective new entrants in their pre-school settings and invite them into school during the term before they first start. Pupils attend part-time initially in the Foundation Stage; this is a flexible arrangement that is adapted to meet each child's needs. Pupils who join the school at other times have no difficulty settling in, according to parents who marvel at their rate of progress.

28. Teachers assess pupils' learning thoroughly. They have started to use this information to set targets for pupils' development in English and mathematics but the process is not yet as effective as it might be in boosting achievement for the older pupils. Targets are not always precise enough to benefit individuals and are not always clearly enough explained to them. Targets in mathematics, such as 'know by heart all pairs of numbers which total 10', are usually expressed in language appropriate to the children's age. In literacy, however, many of the targets on display and in pupils' workbooks are written in educational terminology which is helpful only to the teacher.
29. Staff are keen for pupils of all ages to be involved in planning their future. They regularly canvass pupils' views through surveys and the school council. Pupils have come up with good ideas to improve their health and fitness, such as jogging sessions, which have been implemented.
30. Staff work particularly effectively to safeguard pupils from harm. They are skilled in managing pupils' behaviour and are vigilant in dealing with any instances of unacceptable behaviour, such as bullying, harassment and racism. Parents are involved at an early stage where concerns arise and are usually very supportive. Staff are knowledgeable about matters relating to child protection and health and safety and take these very seriously.

Partnership with parents, other schools and the community

The school enjoys very good partnerships with parents, other schools and the community. These contribute very effectively to pupils' learning and personal development.

Main strengths and weaknesses

- Staff work hard to involve parents in their children's learning;
- Parents are very supportive of the school;
- Visits and visitors are used extremely well to enrich pupils' learning and to make it relevant;
- Very strong links with other local schools and colleges greatly benefit the school.

Commentary

31. The school's links with parents and the wider community are very good. They have strengthened since the last inspection due to the commitment and hard work of the staff. They very actively encourage parents to become partners in their children's education. Very helpful curriculum newsletters, leaflets and meetings explain to parents what is being taught and how they might help their children to learn at home. These have been particularly useful to parents in explaining, for example, how mathematics is taught nowadays.
32. Parents' views of the school are very positive and they very willingly support the many events that involve their children, such as termly performances. The Friends of North Stainley School organise social and fundraising events that benefit the whole community. Their efforts have helped to fund the adventure play area and some of the computer equipment. The school is at the very heart of village life

through its special events, its mutually beneficial connections with the church and its use as a meeting place.

33. Parents really appreciate how approachable the staff are if they have any queries or concerns. The teachers are very accommodating. They go out of their way, for example, to ensure that every pupil's progress is discussed with parents. Termly opportunities for consultations offer a wide range of times to suit parents and alternative arrangements are made for those unable to attend. Teachers have improved the annual written reports since the last inspection so that they better identify progress.
34. Parents' views about the school are sought annually and are genuinely welcomed by the staff, who want to be abreast of any concerns. Some parents, justifiably, feel that homework lacks regularity for older pupils. Staff are tackling this issue. They have reviewed the school's homework policy and prepared useful guidance for parents so that pupils get the most out of the work that is set.
35. Purposeful, first-hand experiences characterise the school's curriculum, particularly through educational visits and the sharing of visitors' skills and expertise that bring learning alive. During a recent focus on health, for example, pupils attended a food safety workshop to learn about germs and bacteria and have benefited from visits by a school meals caterer, paramedics, fire fighters and the school nurse. The rector, who is chair of governors, often leads worship in school and pupils use the church building for school performances and their studies.
36. Links with other schools are very good. Local schools have a very strong support network that enables staff and governors to benefit from one another's experiences and to develop professionally. Pupils engage in sports such as football, orienteering and cross-country running through these links, and they also attend theatrical performances and residential visits that would otherwise not be cost effective. The school welcomes students who are training to be teachers, which also helps staff to remain outward looking and forward thinking.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher and key staff are good. Governance is good.

Main strengths and weaknesses

- Relationships in the school community are excellent and there is a very strong Christian ethos;
- The staff work very well together and their collective skills help to sustain high quality in care, the curriculum and learning;
- The school has the desire and capacity to go on improving.

Commentary

37. There is good leadership by the headteacher who, along with the governors, gives clear direction to the school's work. The shared vision with staff and the school community to maintain a strong family atmosphere and ethos is fully achieved. It is seen in the excellent relationships between the adults and pupils, the children's

attitudes to each other and their work, and in the way the pupils' learning is chosen, organised and delivered. All adults pull together to provide stimulating opportunities and care for the children through a genuine team approach. The full-time assistant teacher offers strong and knowledgeable support to the headteacher and is skilful in managing her own areas of responsibility. This includes some very worthwhile improvements made to the provision in the Foundation Stage. The part-time teacher uses her expertise well, for example in leading the provision for history and French.

38. Standards are rising, especially in the Foundation Stage and Key Stage 1. In Key Stage 2, improvement has been slower but, through its self-evaluation the school has correctly identified where improvements are most needed and is putting detailed plans into effect. It has picked up the dip in achievement of pupils in Key Stage 2 and the impact of some changes can already be seen. For example, the pupils' work in mathematics shows far more evidence of good calculation skills than previously, after this was identified as a weakness.

39. Management is good. Arrangements for the performance management of staff are good. The school's commitment to improvement is reflected in the opportunities created for staff to attend training courses, and in the way the help of advisers and subject specialists is sought and used. This professional development is closely tied to the school's development priorities, so that all are aiming for the same goals. The work of the school is also evaluated in other ways. For example, by looking closely at the pupils' work it became clear that the marking varied in its quality and usefulness, so new and better methods have now been introduced to help pupils gain more from it.
40. There is no doubt that the staff know the pupils really well but there is one aspect of management and teaching which could be sharper. The teachers' assessments of how well individual older pupils are doing could be put to better use. The pupils' progress is tracked closely through the tests they take from year-to-year and the work they do from week-to-week. However, there is scope to improve the setting of individual targets, lesson objectives and targets within lessons using this information, to ensure the best match of work to the pupils' capabilities.
41. The provision for children with special education needs is led and managed well. The children are identified quickly; individual education plans are drawn up and are specific to their needs. Lessons are well planned to meet the needs of these pupils and adult support is used extremely well to ensure that they are fully engaged in their learning during lessons.
42. Governors have improved their effectiveness recently and are doing a better job than at the time of the last inspection. Individual governors visit lessons and share their findings with the governing body as a whole. They have a good understanding of the strengths and weaknesses of the school and use their expertise and interests well to support the school's work. They are keen to sustain the Christian ethos, which is at the heart of the school, and to ensure that pupils enjoy their learning as well as achieving good outcomes. They ensure statutory responsibilities are met.
43. The school's budget is managed efficiently and available funding is used well to support key priorities. The targeting of finances to improve the building and the allocation of funds to buy new computers are two good examples. It provides satisfactory value for money. Although expenditure per pupil is high, it is largely successful in making the most of the advantages that come from being such a small school and in minimising the disadvantages.
44. The school is moving forward and this is set to continue. The strong desire to provide well for the children and to become a better school easily outweighs any losses from the restricted accommodation or small school disadvantages.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	191,757	Balance from previous year	25,713
Total expenditure	168,475	Balance carried forward to the next	23,282
Expenditure per pupil	5,105		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- The good induction programme and partnership with parents and carers help children get off to a good start;
- Children achieve particularly well in their personal, social and emotional development, early reading, writing, mathematics and computer skills, where teaching is particularly good;
- Children make good use of the recently improved outdoor play resources;
- The Foundation Stage is well led and managed.

Commentary

45. Children enter reception in the September before they are 5-years-old. There are 4 reception children this year. They are taught in the infant class with pupils from Years 1 and 2. Both the teacher and the specialist teaching assistant teach them in discreet groups in some sessions and at other times they join in lessons with Years 1 and 2. The abilities of the children on entering vary from year-to-year. The current group of children in the reception group were above average on entering the school. All of the children are on course to meet the expectations for their age in each area of learning by the time they leave reception, and a large proportion will exceed them. The accommodation is satisfactory and the curriculum is well planned to meet the children's needs. The teacher responsible for the Foundation Stage has a clear view of the standards children achieve and the planning of events for the classroom takes into account their needs. For example, the role play areas are available to give good opportunities for children to practise conversational skills and act out the roles of adults they meet. Play activities are available to enable children to make choices and to develop friendships with others. Teaching in reception is good and at times better. The teacher and the teaching assistant work well as a team.
46. Children achieve very well in **personal, social and emotional development**. They are on course to meet or exceed the expectations for their age. They get off to a really good start because of the opportunities they have to visit the reception group and join in before they officially join this group. Consequently, they settle quickly into school routines and feel secure. They are happy to mix with one another and with the older children in their class. They learn how to take turns and interact with each other. The excellent team work of the teacher and the learning assistant enables children to see the importance of being co-operative, working together in a calm and orderly atmosphere and treating one another with respect. Adults listen attentively to what the children have to say. They give lots of praise and encouragement and, as a result, children's confidence and self-esteem grow quickly.
47. In **communication, language and literacy**, children achieve well because they are given plenty of opportunities to develop their early reading and writing skills. The teaching of letter recognition and sounds is a high priority. Adults read stories in a lively way and this grabs children's interest and attention. Their knowledge and understanding is effectively assessed and enables higher attainers to move on

quickly. Children are already sequencing pictures in the correct order to retell a story and are beginning to write relevant phrases and simple sentences to accompany the pictures. Some are already recognising and reading a range of key words they are expected to know by the end of reception. They are given plenty of opportunities to ask and answer questions and, as a result, are developing skills of listening and responding to one another. Good use is made of picture storybooks that help the children to develop their conversation skills, as they share their imaginative stories with the group.

48. In **mathematical development**, children achieve well in developing their counting skills. They solve number sentences accurately and use mathematical equipment correctly to solve counting to and back from 10. Staff are skilled in using a variety of opportunities to support children's mathematical skills and encourage the use of correct vocabulary. For example, children purchase items in the 'shop', exchanging coins in the role of shop assistant or purchaser. Very good use is made of the computer, where children play games that support their understanding of number. Higher attaining children are beginning to work with numbers to 20.
49. In **knowledge and understanding of the world**, children make particularly good progress as they continue to develop their computer skills. The work is challenging and they develop great confidence using different programs. In a successful attempt to bring a new dimension to children's sense of touch, compost in which germinating seeds were buried was substituted for dry sand. This sparked off the children's curiosity and they enjoyed letting the mixtures run through their fingers. One can only imagine the delight when a child discovered a seed, which had developed an early shoot and root structure. A quick dash to the relevant adult followed, enabling the adult to take full advantage and talk to the child about growth. The school's provision in a wide range of opportunities and experiences helps children to develop their ideas and learn new facts.
50. In **creative development**, children's achievement is satisfactory. They have plenty of opportunities to work with different materials. They listen to music and use paint and computer software to draw, sketch, mix and apply watercolour. Role play is extended to include the 'Garden Centre' and children paint and sketch portraits of themselves and friends.
51. In **physical development**, children achieve particularly well when handling small objects such as pencils, scissors and paintbrushes. They are given many opportunities to use and practise the skills needed to handle the implements successfully. Children learn to climb and balance during outdoor sessions. During the inspection, there was a particularly good link between physical and creative development, as children studied colour photographs of Andy Goldsworthy's work and used natural materials to create three-dimensional sculptures in his style. Much experimentation was taking place as children cut pieces of wood and tied and stuck items together to assemble their own interpretations.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in writing are getting better;
- Marking gives pupils a clear picture of how well they are doing or what they have to do to improve;
- Standards in handwriting and spelling are improving.

Commentary

52. Standards in English are above average at Key Stage 1 and average at Key Stage 2. They are rising because of the school's focus and good leadership of improvement in this subject. At Key Stage 2, pupils achieve higher standards in reading than they do in writing and achievement is best up to Year 4.
53. There have been variations year by year in the national tests because of the make up and size of particular groups of pupils. In the 2004 national tests, Year 2 standards in reading were well above the national level. Writing standards were below the overall average because no pupil achieved the higher level (Level 3). The majority of Year 6 pupils achieved the expected level (Level 4) and an average percentage achieved the higher level (Level 5). Pupils with special educational needs achieve well throughout the school. They are effectively supported by staff and every effort is made to raise attainment by carefully planned work, together with good support and encouragement.
54. Overall, standards in speaking and listening are above average throughout the school. Pupils speak confidently and make themselves understood. This is because staff have worked hard to help pupils extend their vocabulary by:
- introducing specific vocabulary during class discussions;
 - encouraging pupils to talk to each other in small groups;
 - organising visits and visitors to the school, where pupils have very good opportunities to listen to experts.
55. Pupils achieve well overall in reading, with the development of their knowledge and enjoyment of books going hand-in-hand with the development of their reading skills. Standards are well above average in Years 1 and 2 and above average in Years 3 to 6. There is a structured reading programme with good levels of choice for older pupils. Good opportunities are organised throughout the school day for pupils to engage in group and silent reading. Pupils, especially older ones, are developing firm preferences for the work of different authors. Dick King Smith and J K Rowling are firm favourites. However, the older pupils could still improve further in 'reading between the lines' and deducing what might happen from what they have already read. Generally, book areas in classrooms are well organised, though the junior library established around the walls of the teaching area is difficult for the pupils to use.
56. Standards in writing are above average at Key Stage 1 and average at Key Stage 2. Staff have worked hard and successfully to drive up standards in spelling and handwriting. Many pupils accurately spell complex words in their independent writing. The quality of handwriting has improved, although some of the older pupils still have some difficulty in achieving more legible styles.
57. Factors that have been instrumental in raising standards are:
- the introduction of formalised spelling techniques that develop pupils' visual memory so that they recognise letter patterns and sequences in words;
 - regular spelling sessions where commonly miss-spelt words are examined;
 - the use of ICT spell checkers and word banks that enable pupils to check their own work;
 - the introduction of a whole school handwriting policy;

- displays of pupils' writing around the school.

The school continues to give a high priority to writing. Pupils are encouraged to write for a full range of purposes. These writing styles include narratives and descriptive, persuasive, poetic and letter writing.

58. Teaching is good overall and better in some lessons. The good quality teaching helps pupils to develop their literacy skills through purposeful and enjoyable activities and enables them to achieve well. In the best lessons, careful planning for the full range of pupil ability in the class ensures good progress for all. These lessons are very well resourced and learning assistants are effectively deployed. As a result, pupils are productive and staff are fully aware of progress made and the next steps for learning. Assessment is often used well to enable pupils to improve their skills. For example, in a Key Stage 2 lesson previous assessment identified common spelling mistakes, enabling the teacher to highlight specific words. This helped particular pupils who were experiencing difficulties to both learn new spelling patterns and revise those already learned. In this lesson, pupils with special educational needs received skilful instruction and support from well deployed and enthusiastic learning assistants. This helped them to identify groups of words that followed a specific spelling pattern. More advanced Year 4 pupils responded diligently to the teacher's task to write interesting story starter lines. For example, one pupil wrote

'UGH! Burnt toast!' shouted Sam over the smoke alarm.

Other pupils chose adjectives well, including 'spluttered, exclaimed and shrieked', using them purposefully in their writing. However, on occasions the lack of specific learning objectives results in older pupils being unclear about what is expected of them.

Language and literacy across the curriculum

59. Pupils use their language and literacy skills well in other subjects, for example history and design and technology. However, some pupils do not apply their spelling skills consistently across their work. Some activities still involve the use of too many worksheets, which holds back the development of written language.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- There is some first rate teaching in Key Stage 1;
- There is good leadership in improving teaching, learning and the curriculum;
- Pupils have plenty of opportunities to undertake mental work and calculations;
- Work for some older pupils could be more closely matched to their needs;

Commentary

60. The pattern of test results in mathematics across the past four years shows that pupils have attained much better results at the end of Key Stage 1 than at the end of Key Stage 2. Whilst this reflects the picture of better standards being reached at the age of 7, the gap is not as wide as the figures might suggest, because of the small numbers of pupils and the comings and goings during the junior years. Overall, standards at the age of 11 are average. Pupils' achievement in Years 1 to 4 is good and it is satisfactory in Years 5 and 6. Inspection evidence suggests that the difference stems from a need to challenge some of the oldest children more and that

the gap is beginning to close now that there is more focus in the teaching and learning on mental arithmetic, problem solving and calculations in their daily work.

61. Mathematics lessons are interesting, lively and enjoyed by the pupils. They are enthusiastic towards the subject and tackle mental challenges and problems with zest. Teaching is good throughout and at times inspirational for the infant children. Lessons here have very clear objectives that are very well used to help the children grasp exactly what it is they are learning. Plenary sessions at the end check effectively what the children have or have not understood, and extend their skills further. Mental starters carry enormous challenge to the children's thinking, demanding explanations of different methods used to reach answers. Helpful visual aids and resources abound as the children take up the challenges thrown at them and they record their work to a high standard.
62. In lessons in both classes, the support assistants make telling contributions in taking groups or working with individuals. Excellent relationships set the atmosphere for pupils to be fully involved in learning. Good use is made of ICT. This was seen in the junior class when pupils were helped to tackle problems on measures through images on the whiteboard screen. Simple phrases used here by the teacher, such as 'ask somebody to convince me', created opportunities for pupils to work through answers. Explanations to pupils were clear and the work well organised.
63. Pupils with special needs make good progress throughout because they receive close and highly skilled support from teaching assistants. It is mainly the more able pupils whose achievement can fall off in Years 5 and 6, as there are so few of them and the challenge from being with older children is gone when they reach the top. They can lack competition with other pupils and the target setting system is not yet rigorous enough to drive them on. The introduction of 'key objectives' for assessment in mathematics is a step in the right direction, as is the inclusion of targets in pupils' books adapted to be 'child friendly' in the way they are written. But more is needed for the oldest children to personalise their targets, make them more precise, revisit them more often and carry them into the classroom as learning objectives in lessons. At present, the learning objectives in Key Stage 2 are not brought to the fore sufficiently nor checked on closely enough at the end of the lesson to gain the best picture of how well individual pupils have understood the intended learning.
64. The headteacher leads development in the subject well. Vigorous efforts have been made in recent times to identify what aspects of the subject need to be improved and good use has been made of the local education authority numeracy consultant to help in this work. Staff are working to a detailed action plan in rectifying the weaknesses identified and provision is improving. Older pupils' books show, for example, that they are becoming better at calculations and solving problems. There is more evidence of them using helpful techniques, such as jottings, to help them with mental calculations.

Mathematics across the curriculum

65. Children are given plenty of opportunities to use their mathematical skills in other subjects. For example, they produce and interpret tables and graphs in science, identify and use shapes in their art and design work and measure accurately to support their work in design and technology.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- By the age of 11 most pupils achieve average standards;
- ICT is used well to support learning;
- More advanced pupils do not always make the progress of which they are capable;
- The investigative strand of the subject is not taught as well as it might be.

Commentary

66. Standards in science are average at both key stages and most pupils make sound progress overall. Few pupils are set to achieve the higher levels (Levels 3 and 5) because the programmes of work set for them identify too few opportunities for pupils to extend their scientific knowledge and understanding. An examination of pupils' work shows that teaching does not always identify opportunities to introduce new activities at the higher levels. Consequently, some more able pupils are not challenged as well as they might be.
67. The current Year 6 is a small group without the potential for large proportions to reach the higher level and, consequently, there is unlikely to be any improvement this year on the test results achieved in 2004. The current Year 2 pupils are achieving average standards, which is below the very high standard achieved by the previous Year 2 group in 2004.
68. During the lesson observed, the teacher gave a good explanation of micro-organisms and the conditions that cause mould to form on food. Pupils in Year 3 and Year 4 made steady progress in their task of finding out about the human body, but the Year 5 and Year 6 pupils did not fully understand how they might measure the outcomes in their investigation. Throughout the lesson, all pupils showed interest and enthusiasm as they persevered to complete the tasks.
69. ICT is used well to support learning in science. Particularly good use was made of a microscope linked into the digital projector in the lesson seen. This provided remarkable three-dimensional images of mould. However, pupils were given insufficient opportunities to record these images for future reference. Pupils also used the Internet effectively to collect information as part of their investigations into the function of the skeleton. However, the activity was not as challenging as it might have been because it had no timescale in which to complete it. Thus, although the children worked well together, there was a lack of pace to their work.
70. No lessons were observed at Key Stage 1. Work in pupils' books and in classroom displays included examples of sorting and classifying living things, living and growing and the effect of exercise. These indicated that the pupils achieved average standards, with little evidence of them working at the higher level. Whilst planning shows children develop their skills of prediction and fair testing in class lessons, there is insufficient individual recording for the more able to develop higher order skills effectively.
71. Leadership and management of the subject are sound. The school, quite rightly, has prioritised its programme of subject development and the science curriculum is currently being evaluated.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There have been recent improvements in resources and staff expertise;
- Pupils are confident in their use of computers and often help and support each other.

COMMENTARY

72. Standards are broadly in line with those found in most schools and children achieve well over their time in school. Since the last inspection, resources for the subject have improved and staff confidence and expertise has developed through training. The recent acquisition of a digital projector in the Key Stage 2 class is enhancing learning.
73. The use of national guidance as the basis for planning ensures that pupils cover all strands of the subject and build progressively on their skills. Examples of pupils' work show that they are learning to use ICT for word processing, graphics and data handling, as well as control of external events and computer modelling. Pupils use classroom computers regularly, enabling them to practise their skills.
74. Whilst no direct whole class teaching sessions were seen, in both classes adults worked with individual and small groups of pupils, sometimes enabling them to make rapid progress. For example, in a lesson with the younger pupils, the teacher's specialist knowledge and awareness of the stage of learning pupils had achieved, enabled them to use word processing effectively. However, during a science lesson in the older class, where pupils were asked to research facts about the skeleton, the absence of a set time and a clear direction to the task prevented pupils from achieving as well as they could.
75. Conversations with pupils and examples of their work show they are confident in accessing the Internet for research, recording and handling data, and presenting text. Pupils regularly present their writing using word processing, which is accurate and includes successful use of text boxes and changes to font style and size. Very good use is made of digital cameras to record pupils' achievements, for example in design and technology. Pupils are enthusiastic about the use of ICT, clearly enjoy their lessons and work effectively with partners or in small groups.
76. Leadership and management are good. The subject leader has responded well to the findings of the previous report and considerable improvement has been achieved.

Information and communication technology across the curriculum.

77. Good use is made of ICT to support work in other subjects. Pupils use computers, for example, to write letters and complete accounts of historical events. They use data handling techniques to record and analyse their journeys to school and complete bar charts and graphs in mathematics. Geographical maps and plans are expertly drawn. Pupils with special educational needs use specific software packages in English and mathematics to reinforce basic skills and all pupils experiment with ICT as part of their art work.

HUMANITIES

78. The pupils' work in **geography, history and religious education** was sampled, with no lessons seen. This is insufficient to make a firm judgement about provision in each subject. However, pupils' previous work was seen and evidence of their achievement was also available through talking to them about their work and

experiences. Photographic records of events and visits, displays and discussions with teachers also added to the picture.

79. Visits and visitors contribute hugely to a lively and interesting programme of learning in these subjects. Typical of pupils' experiences are dressing up and role play as monks at Fountains Abbey, visiting a Hindu Temple and Jewish Synagogue and older pupils learning about the environment as part of a residential visit. Pupils are highly enthusiastic about their visits and show good recall of what they have learned when they talk about, for example, the meaning of the Aum Bell. The visits are followed up by work in school, sometimes involving the use of computers, to record their experiences. Many visitors into school, often from the local community, also enliven pupils' learning. For example, sharing the life experiences of a former pupil from 1927 living opposite the school, who then went on to work there, made a deep impression on pupils. Such work points to them achieving well in their knowledge and understanding of history and religions.

80. Work in books and around the school in history and religious education also points to a good variety of experiences and to the development of appropriate skills. For example, the school logbook was used to find the names of some pupils recalled from the 1920s by their visitor. Pupils learn about what sort of evidence is reliable, and how it can be found in records, books or researched through the Internet. Pupils take part in role play and discussions, as well as producing a variety of written work. The younger pupils learn from visits to the local church and a synagogue, and through finding out about celebrations such as Easter or the Chinese New Year. Older pupils have good recall of facts about various religions, for example those gained from their visit to a Hindu temple. Whilst the profile of learning in geography is not as high as history and religious education, pupils make good use of local walks and studies of the village. They develop a good understanding of issues such as how people affect the environment, and they develop skills such as mapping.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. Only a small amount of lessons were seen in **art and design, design and technology, music** and **physical education**. This was insufficient to make a firm judgement about provision in each subject. However, in addition to the few lessons seen, discussions were held with teachers, pupils' previous work was looked at and inspectors spoke to pupils about their experiences and work.
82. It is evident from teachers' planning, the displays around the school and the work in pupils' sketchbooks that work planned in art and design is varied and interesting. This is a similar picture to that at the time of the last inspection. Older pupils successfully build up their shading and drawing skills when they compose portraits of their classmates. The uniqueness of the style of Picasso is captured in older pupils' colourful patterns, which are displayed around the school. Good attention is given to the development of painting skills when younger pupils achieve well when creating face paintings. Older pupils demonstrate accurate observational skills when they complete detailed sketches of Tudor buildings. During the inspection, younger pupils worked enthusiastically in the style of Andy Goldsworthy; one particular group worked energetically with twigs, leaves, straw and string to create a three-dimensional image of the tree standing in the cricket ground opposite the school. The extent of their involvement and collaboration was wonderful to watch. ICT is incorporated into the subject; for example, pupils use art programs to create mathematical patterns.
83. Design and technology has improved since the time of the last inspection. Pupils gain good experience of a range of materials and techniques and develop the expected subject skills through designing and making a variety of products. For example, younger pupils in the junior class have designed and assembled musical instruments. Older pupils have developed their skills by assembling specialist torches to be worn on their heads to keep their hands free. In both these projects, good opportunities were taken for pupils to apply their science knowledge of how sounds are made or the application of battery driven electrical circuitry in the torch assembly project. Pupils' books indicate that they follow their detailed designs carefully and evaluate their finished work. They show great pride in their work, for example posing, wearing their hydraulic driven hats whilst classmates operate a digital camera to record their successes. Good links with other subjects include science, ICT and mathematics.

84. In physical education, the school works hard to overcome the difficulties posed by the lack of a hall and having a small, awkwardly shaped playground. It delivers the best possible range of physical activities in the circumstances. For example, appropriate space is cleared within the infant classroom to allow both dance and gymnastics to take place periodically, including the use of apparatus. A games lesson seen for pupils in Key Stage 1 was organised well within the available space and gave good emphasis to the consolidation of pupils' ball skills. Pupils worked particularly well together in pairs and larger groups, showing good control in throwing and catching, and the beginnings of the understanding of tactics in team games. However, the accommodation limitations inevitably restrict the levels pupils can achieve. Swimming is a strength; all the infant and junior pupils go swimming at some time during each year and this results in children achieving better than is usual for their ages. All the current Year 6 pupils swim well, as is the 'norm'. Pupils have the opportunity to take part in out of school football, cricket and netball games and they are enthusiastic to do so. On occasions, skills are further developed when the school draws on the help of specialist coaches through, for example, a football club in the region. A recent opportunity for children to attend an orienteering day added a further dimension to their physical development.
85. No music lessons were seen during the inspection, though regular lessons are planned. Photographic records indicate that pupils undertake appropriate activities, such as making compositions using untuned percussion instruments and writing these down as graphic scores. A visiting specialist teacher calls weekly to take sessions that enable pupils to learn the recorder and go on to the flute. This is open to all pupils and those who take part are enthusiastic and make good progress.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

86. Only one lesson was sampled in personal, social and health education and citizenship (PSHCE), so a judgement on overall provision is not possible. The school places great importance upon promoting pupils' personal and social development, healthy lifestyles and good citizenship. Discussion times in lessons successfully enable pupils to express their opinions. Pupils in Years 3 to 6, for example, showed that they are capable of sensibly and maturely debating an issue, for more than half an hour, with minimal interaction from the teacher, because of the trust and mutual respect established.
87. Citizenship is actively promoted through the school council, that gives elected representatives from every year group, including the Foundation Stage, a real taste of democracy. Council members serve for only part of the year to enable all who wish to take the lead. Pupils attend citizenship workshops at Ripon Cathedral and are strongly encouraged to help others through organising charitable fundraising.
88. Participation in the national 'Healthy Schools' initiative is successfully raising the profile of the importance of keeping safe and well, through the help of visiting professionals. Paramedics and fire fighters, for example, have talked to pupils about potential hazards. Older pupils also benefit from attending 'crucial crew' activities that teach them how to deal with dangerous and challenging situations.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
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	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
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	3
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).