

INSPECTION REPORT

RIPON, GREYSTONE COMMUNITY PRIMARY SCHOOL

Ripon

LEA area: North Yorkshire

Unique reference number: 121442

Headteacher: Mrs J Stevens

Lead inspector: Mrs Bernice Magson

Dates of inspection: 23rd - 25th May 2005

Inspection number: 267566

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

© Crown copyright 2005

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11 years
Gender of pupils:	Mixed
Number on roll:	255
School address:	Quarry Moor Lane Ripon North Yorkshire
Postcode:	HG4 1RW
Telephone number:	01765 603481
Fax number:	01765 608989
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Blackburn
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

This average sized primary school in the city of Ripon, North Yorkshire admits pupils aged 3 to 11 years. The socio-economic indicators of the area vary considerably but are average overall. There are 255 pupils on roll, including 29 children in reception and 36 children in the nursery. Movement of pupils in and out of school is below average overall. Children attend part-time in the nursery from the start of the term after their third birthday and move to full-time education in reception in the September or January closest to their fifth birthday. All pupils are taught in single aged classes. Almost all pupils are of white, British origin and a small number are of mixed race. All pupils speak English as their mother tongue. Attainment on entry is below average, particularly in personal, social and emotional development and language skills. By the start of the National Curriculum in Year 1, most children have not yet reached the expected goals for their age in their language and mathematical development, but achieve expectations in other areas of learning and many attain above average standards in their personal, social, and emotional development. Numbers of pupils with special educational needs is below average. Five pupils have formal statements for their special needs, which include physical, behavioural and moderate learning difficulties.

The school has gained a 'Healthy Schools' award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18143	Bernice Magson	Lead inspector	The Foundation Stage Music Religious education
9843	Sarah Drake	Lay inspector	
14591	Richard Perkin	Team inspector	English Information and communication technology
17907	Michael Bowers	Team inspector	Special educational needs Mathematics Art and design Design and technology Physical education
33022	Jeff McCann	Team inspector	English as an additional language Science Geography History

The inspection contractor was:

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

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

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	6
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school providing a good quality of education for its pupils. Standards are average by the age of 11. There is good teaching and learning and leadership and management. The headteacher provides very good leadership and management of key staff is strong. Management of the curriculum by subject co-ordinators has room for improvement. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils of all abilities achieve well, because of the good teaching;
- Standards are above average in art and design and music by Years 2 and 6, and in information and communication technology (ICT) by Year 6;
- Standards by Year 2 are below average in speaking and listening, reading and writing;
- Apart from in English, there is a lack of consistency in the quality of teachers' marking and in pupils' presentation of work in exercise books;
- The headteacher has a very clear vision for the school and gives very good leadership;
- Monitoring of the curriculum and teaching and learning by subject co-ordinators is insufficient.

There has been a good rate of improvement since the last inspection. All key issues have been addressed. Standards have improved significantly in ICT. However, writing standards have remained well below average by Year 2, despite the best efforts of the school. Behaviour management is effective and applied consistently. All policies have been reviewed. Some omissions still remain in the statutory information provided for parents.

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	C	D	A
mathematics	C	B	E	B
science	D	C	E	C

*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.*

The achievement of all pupils is good. By the end of reception, children attain the expected goals for their age in many areas of learning and above in personal, social and emotional development. However, although children achieve well in language and mathematical skills, their attainment remains below expectations. By Year 2, standards have remained well below average in reading, writing and mathematics and have declined in writing over a four year period. In 2004, standards in writing were in the bottom 5 per cent of schools nationally and compared to similar schools. There was a dip in the performance of Year 6 in the 2004 national tests, and results were below average in English and well below average in mathematics and science. This was because of above average numbers of pupils with special educational needs, including four pupils with formal statements for their special needs. Greater levels of pupil mobility also influenced rates of learning. Inspectors agree that the current Year 6 is on track to attain their predicted targets in national tests, reaching average standards. Strategies have been introduced to interest

boys better in learning, because often girls outperform them. Inspectors judge that standards are average in mathematics and science by Year 2, and below average in reading and writing. In religious education, standards are average by Years 2 and 6.

Pupils' personal qualities are good. Their spiritual, moral, social and cultural development is very good. Pupils behave well and have very good relationships. Attitudes to learning are good. Attendance is average and punctuality good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good. Teachers have very good subject knowledge and plan lessons well, challenging pupils very effectively. Many practical activities enrich lessons and a very good emphasis is given to developing pupils' skills in speaking and listening. Teaching assistants are very effective, especially helping pupils with special educational needs. In the Foundation Stage, in a good range of experiences, there is a good balance between exploratory play and direct teaching. Some good outdoor activities promote children's physical development but limited facilities restrict learning overall. Assessment systems are good and used well in planning lessons and for tracking pupils' progress. Pupils are given targets to help them improve and, in English, they are linked very well to teachers' marking. In other subjects, there is an inconsistency in the quality and use of marking and in teachers' expectations about the presentation of pupils' work.

There is a good curriculum with very good enrichment opportunities, including a good range of extra-curricular activities. Music and art support pupils' personal development very effectively. A good programme of personal, social and health education and citizenship (PSHCE) is linked into all subjects. Pupils are encouraged to understand and appreciate the need for racial harmony. Very good links increase pupils' involvement in the community. Teachers know and care for pupils well, although they provide insufficient guidance about how to improve standards. Good links exist with other schools and colleges and there are satisfactory links with parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher has a very clear vision and provides very good leadership. She is respected and trusted by staff, governors and parents. Key managers are effective managers. However, the roles of subject co-ordinators in monitoring are underdeveloped. Governance of the school is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils hold positive views of the school. Pupils participate well in developing the school.

IMPROVEMENTS NEEDED

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

- Raise standards in English by Year 2;
- Improve the quality of teachers' marking and raise their expectations of presentation of pupils' work;
- Improve the effectiveness of subject co-ordinators in monitoring the curriculum and teaching and learning;

and, to meet statutory requirements:

- Undertake risk assessments of day-to-day activities;
- Improve information to parents in the prospectus and annual governors' report.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of pupils is good overall, including those pupils with special educational needs and the gifted and talented. Currently, pupils are reaching average standards by Year 6 and by Year 2, in mathematics and science. In English, standards are below average by Year 2.

Main strengths and weaknesses

- Standards are above average in art and design and music by Years 2 and 6;
- Singing is of a high quality in all year groups;
- Over time, standards have improved significantly in ICT and are above average by Year 6;
- By Year 2, standards in speaking and listening, reading and writing are below average.

Commentary

1. Children make a good start in the Foundation Stage. On entry to nursery, standards are below average in all areas of learning and particularly in early language skills. The length of time children spend in the nursery and reception classes varies and this affects their rates of progress. Overall, children achieve well and by the end of the reception year many reach the expected goals for their age in most areas of learning, and exceed them in their personal, social and emotional development. Despite making good progress in their language and mathematical development, children's attainment remains below expectations by the start of the National Curriculum in Year 1.

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

Standards in:	School results	National results
reading	14.6 (13.9)	15.8 (15.7)
writing	11.2 (12.5)	14.6 (14.6)
mathematics	14.5 (14.6)	16.2 (16.3)

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

2. Currently, pupils are achieving well in Years 1 and 2 and, by the end of Year 2, standards are average in mathematics and science and below average in reading and writing. However, in tests standards have been well below average when compared to national results and similar schools. In 2004, standards in writing were in the bottom 5 per cent of schools compared to national results and similar schools. In all areas tested, fewer pupils attained the higher Level 3 than nationally, with no pupils attaining the higher level in writing. Standards in writing have shown a significant decline over the last four years and the rate of improvement for all core subjects is below the national trend. The school has analysed its results carefully and introduced strategies to raise standards. All pupils have targets to achieve in reading, writing and mathematics and they are reminded of them constantly in lessons. Pupils with special educational needs are identified early and they receive very good support to help them achieve their targets. More reading books have been purchased to interest boys. There is a strong focus on developing speaking and listening skills and, in many lessons, pupils will share their ideas with a 'talking partner'. Less able pupils join in booster activities to extend their learning in basic skills. The school has identified that many pupils have a limited

vocabulary for their age and, as a result, the curriculum is enriched with practical experiences so as to widen knowledge and skills.

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

Standards in:	School results	National results
English	26.1 (26.8)	26.9 (26.8)
mathematics	25.8 (27.9)	27.0 (26.8)
science	26.5 (28.7)	28.6 (28.6)

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

3. Standards are average by Year 6 and have remained mostly at this level over time. In 2004, there was a dip in the school's test results to below average standards in English and well below average in mathematics and science. A third of pupils did not reach national expectations in English and mathematics and 21 per cent were below in science. Far fewer pupils than nationally attained the higher Level 5. However, the profile of last year's cohort had a considerable effect on results. Twenty-five per cent of pupils had special educational needs and four pupils had a formal statement for their special needs. There was also twenty per cent pupil mobility, which influenced performance. The school is rightly pleased that the rates of improvement for these pupils between key stages were above the national average and above that of similar schools. Previous cohorts had not achieved such good improvement and over time the rate of improvement is below the national trend. Inspectors judge that pupils are on course to achieve their predicted targets in the latest national tests and that standards should return to the previous average levels. The difference in the performance of boys and girls is similar to that found nationally and is not consistent over time.
4. At the time of the inspection, the school had identified 34 pupils with special educational needs and 5 pupils with formal statements. These pupils attain standards below the expected levels in English and mathematics. However, they make good progress overall to attain their targets in these subjects. Pupils with behavioural difficulties also achieve well to meet the targets identified in their behaviour plan. This helps them to modify their behaviour and accept the rules of their class and the school. As they form positive relationships with classmates and the adults who work with them, they are successfully removing barriers to achievement.
5. In ICT, standards are improving and significantly so by Year 6. Since the last inspection, standards have improved to above average levels by Year 6 and are average by Year 2. The school has invested in a new computer suite and new equipment, and pupils have better access to practise skills and use ICT in other subjects. During the inspection there was good use of ICT by Year 5, who are preparing a multi-media presentation to record their visit to the Yorkshire Showground. Pupils have good skills of data handling, word processing and graphics.
6. Standards are above average in art and design by Years 2 and 6. There is good teaching of specialist skills, including that given by visiting artists and sculptors. Pupils have ample opportunities to practise new techniques in other subjects of the curriculum. In music, singing is of a high quality, especially in assemblies. In geography, pupils have average standards by Years 2 and 6.
7. In religious education, standards meet the expectations of the locally agreed syllabus by Years 2 and 6. Pupils have an adequate understanding of Christianity and other major world faiths. Frequent visits to Ripon Cathedral enhance pupils' understanding of Christian festivals and worship.

Pupils' attitudes, values and other personal qualities

Pupils have positive attitudes and the vast majority behave well; their spiritual, moral, social and cultural development is very good. Attendance is satisfactory and punctuality is good.

Main strengths and weaknesses

- The school operates as a friendly, orderly community in which pupils enjoy learning;
- The great importance placed on treating everyone with respect promotes pupils' personal development very well;
- Music and art and design make a strong contribution to pupils' spiritual and cultural development;
- Although most pupils behave well, some older boys in particular are very challenging and there have been a high number of exclusions.

Commentary

8. The school has a welcoming, family feel to it and operates as a community in which everyone is valued. There is a very strong sense that this is a learning institution and that people learn best when they enjoy their work. To this end, staff have consistent, high expectations of pupils' engagement and behaviour, and nurture their attention by providing interesting activities for them to do. The outcome is that pupils settle well at the beginning of lessons, listen well, sustain their concentration and persevere to complete tasks. They particularly enjoy practical lessons but the great majority is willing to work hard, whatever the subject.
9. Staff act as very good role models, treating pupils and other adults with equal respect and always speaking in a considered, positive manner. This helps to foster their very good relationships with pupils, which begin in the nursery and are evident throughout the school, and good relationships overall among pupils themselves. Pupils make good use of the many opportunities provided in lessons for them to discuss their thinking with partners; they collaborate well in small groups and spontaneously offer help to each other, sharing resources well. Pupils and parents both consider that very little bullying occurs within the school and that any issues that do arise are dealt with swiftly and effectively. Within this positive environment, most pupils behave well, both in formal situations and in the playground, showing a mature tolerance if the unexpected happens, such as a nosebleed or with workmen on site. All Year 5 pupils behaved well throughout their educational visit to the Yorkshire Showground. However, in most year groups there are small numbers of pupils who find self-discipline hard to achieve and staff have to work very hard in order to ensure that this does not disrupt the learning of the majority. Usually they are successful but a few older boys, in particular, present some difficult challenges and this has led to a higher than usual number of exclusions both last year and this.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	198	18	1
Mixed – White and Black African	1	0	0

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

10. The school promotes pupils' spiritual, moral, social and cultural development very well, with both music and art and design making a particularly strong contribution towards this. Staff use assemblies well to deliver strong moral and social messages, which are confirmed throughout the day through, for instance, reminders that we all look different but everyone is special. Racial harmony is promoted effectively. Pupils have good opportunities to take on

responsibility, both for themselves, when organising their work and belongings, and for others, for instance as school councillors or when taking care of animals and plants. The quality of their singing is breathtaking at times, with the Lord's Prayer in assemblies sung with such reverence that it makes the hair on the back of one's neck tickle. Staff provide many opportunities for pupils to stop and think. For example, in a Year 1 literacy lesson the teacher initially instilled real wonder in pupils at the size and beauty of conch shells and then encouraged them to look carefully, feel and listen to smaller shells before composing their own poems; at the end she remembered to emphasise that large shells should only be acquired from a proper source, not taken from the sea where they belong. The quality of pupils' artwork, whether felts inspired by Fountains Abbey, charcoal drawings based on Henry Moore's pictures of war, collages in the style of aboriginal art or colour mixed paintings of geraniums, confirms the school's success in helping pupils to appreciate the richness of life.

11. Pupils with special educational needs listen attentively to adult explanations. They show interest in their work and are keen to achieve as well as they can. They have good relationships with other pupils and with the adults who teach and work with them. They are prepared to volunteer to answer questions and accept responsibility. Those pupils with emotional and behavioural difficulties respond well to the school's strategies to help and support them. The very effective use of a stepped range of consequences, which includes exclusion, has successfully assisted statemented pupils to modify their behaviour. This, together with a very good rewards strategy, continues to help these pupils adopt appropriate behaviour patterns and form positive and constructive relationships with both classmates and adults.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.1
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.

12. For the past few years, attendance levels have remained broadly in line with those found nationally and this continues to be the case. Close monitoring and work with the educational welfare officer ensures that any persistent absentees are regularly contacted and encouraged to return. The very great majority of pupils arrive in good time for school in the morning, which means that the day gets off to a crisp, purposeful start.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its pupils. The quality of teaching and learning and assessment is good and, in English, it is often very good. There is a good curriculum, which is enriched very well, especially through the very good links with the community. Out of school activities are good. Links with parents are satisfactory, and good with other schools and colleges.

Teaching and learning

The quality of teaching and learning and assessment are good overall.

Main strengths and weaknesses

- Teachers plan lessons well and teach with confidence, because they have very good subject knowledge;
- Teachers' expectations are insufficient about the presentation of pupils' work and the quality of marking is variable;
- Teaching assistants are used well in lessons, especially in support of pupils with special educational needs;
- Resources are used very effectively to support pupils in their learning and to provide them with an interesting range of experiences;
- In the nursery, outdoor play experiences do not match the needs of all pupils.

Commentary

13. The quality of teaching and learning are good overall. A scrutiny of pupils' books and teachers' planning shows teaching is of a consistently good quality or better, and particularly in the literacy and numeracy strategies. However, marking and presentation of pupils' work is inconsistent in exercise books.
14. During the inspection, the quality of teaching was mostly good or better and one in four lessons was very good or excellent. Very good teaching was seen in each key stage, including the Foundation Stage. Subject co-ordinators gave two excellent lessons, in literacy in Year 3 and in art and design in Year 4. These lessons were so successful because the teachers used their expertise very skilfully to teach new techniques in structured steps. Pupils were stimulated effectively to learn and, because of the very good relationships between the teachers and the pupils, they achieved very well. In the art and design lesson, the teacher was able to create an excitement about the work of Henry Moore, which pupils encapsulated in some excellent work. Two thirds of teaching in English was good or better, and also five out of six lessons in mathematics. Other very good lessons were in geography and PSHCE. In all the very good lessons, the teachers have high expectations of pupils and they explain the objectives of each lesson very well. In the one unsatisfactory lesson, the learning was too rushed, because an unqualified teacher had limited skills in adapting the planning to meet the needs of the pupils in the time allowed.
15. Teaching in the reception class is good or better, and sound in the nursery. It is less effective in the nursery because expectations of learning are not always high enough and independent activities lack sufficient purpose and challenge. In nursery and reception, there is an appropriate mixture of direct teaching and exploratory play. In all activities, the learning is linked to a central theme, currently about the senses in nursery and about growth in reception. As nursery children observed avocados and plums with magnifying glasses and then printed with them, played a guessing game with a 'feely bag' or listened to a story with their teacher, there was a good focus on introducing them to new and relevant vocabulary. They learned well and, in reception, were able to use technical terms with greater skill. The reception teacher is very skilled at bringing realism to the children's learning. For example, she role models as a gardener in the garden centre or helps children to choose fruit for their snack bag, each time emphasizing the use of appropriate vocabulary. Children are happily settled in school because of the very good relationships between children and adults. Support staff are an integral part of all activities and they give very good help to children and staff. In outdoor play, the range of activities is more limited and it is more difficult to plan the provision, because of the shared use of the playground with the infant classes. Although the teachers

provide a satisfactory range of activities, there is less opportunity to set up challenging tasks, which are matched to the needs of nursery and reception children. In the gazebo, for example, the sand and small world play corners are too high for the nursery children to reach. Supervision is high outdoors, because the playground is close to a busy road, but this limits the opportunities for teaching assistants to be more involved and able to challenge children in their learning tasks.

16. Assessment arrangements are good in the Foundation Stage. They are structured successfully and relate well to the various points of entry, both in the nursery and reception. The teachers have a good understanding of the children's attainment on entry, helped by parents and children as they complete the 'All about Me' booklets. There are home visits for the nursery children with special educational needs, so that they settle better into school. The reception teacher has a very good knowledge of children's ability in all areas of learning. There is an effective system of continuous assessment involving teachers and non-teaching staff.
17. In Years 1 and 2, the teachers have adapted their teaching well to the single aged classes which have been introduced in this school year. Teachers found it more difficult to operate mixed aged classes successfully. There is a good sharing of expertise among teachers, which benefits the pupils. The teachers provide a good range of practical activities, which are appropriate to the interests of these younger pupils. As in the Foundation Stage, there is a good focus on developing pupils' speaking and listening skills. In a 'Circle Time' activity in Year 1, the teacher insisted kindly, but firmly, that the pupils could only offer their ideas when it was their turn. She reinforced each contribution well, role modelling their answers with clear articulation and precise speech. She encouraged pupils to extend their answers, guiding them in new technical terms and, with her questioning, she promoted listening skills effectively with the other pupils. In both classes, the management of behaviour is good. With the assistance of support staff, there is very good inclusion of all pupils in each activity. Class rules are applied consistently and good achievement is rewarded. In Year 2, one pupil showed extreme joy as he realised that he had amassed 10 reward points and so was eligible for a small prize.
18. During the inspection, three quarters of teaching was good or better in Years 3 to 6. All lessons had a good pace and variety. In successful lessons, the high quality of teachers' knowledge was effective in extending and challenging pupils' learning. In their planning, teachers create useful links between subjects, which consolidate knowledge and skills. There are regular visits out of school to make learning meaningful. During the inspection, Year 5 visited the Yorkshire Showground as part of a science topic. They learnt about different types of farm machinery and examined soils to identify which was the best in which to grow seeds. Back in the classroom the next day, their discussions had good detail about farm machinery or shoeing a horse. The teacher made good use of digital photographs to develop a greater depth of knowledge in discussions. The visit was linked very successfully to ICT, as pupils prepared a multi-media presentation of their visit. In many lessons, good links are made to promote the personal development of pupils. For example, there is a good focus on healthy living and exercise and, in Year 6, there are planned opportunities to discuss sex and drugs education. Teachers sensitively manage these lessons and 'Circle Time' activities, effectively nurturing and extending pupils' confidence and self-esteem.
19. Assessment is thorough for English, mathematics and ICT. Information is analysed by senior managers and co-ordinators and the results are shared with staff and governors. From this information, small groups of pupils are chosen to participate in additional booster activities and weaknesses in subjects are identified. For example, the performance of girls in English is consistently better than that of boys. As a result, the school has purchased new resources and teaching has been adapted, especially in the classes where there are a large number of boys. Recent monitoring has focused on the achievement of gifted and talented pupils to ensure that they make suitable progress in all lessons. Although regular assessment takes place in all other subjects, its use is variable in tracking standards and progress and in setting pupils' targets for improvement. As a result, some teachers' planning has a limited match of tasks to ability and the learning has less rigour, for example in science.

20. Pupils with special educational needs make good progress and achieve well. This is because teaching methods are imaginative and lead to high levels of interest. Clearly written and regularly monitored individual education plans ensure that teachers provide appropriate levels of work that challenge these pupils and give them opportunities to experience success if they try hard. Adults relate well to these pupils, and expect them to try hard. Learning assistants are experienced, well prepared and fully aware of pupils' needs. Consequently, pupils with special needs have good opportunities to learn from them. Pupils with emotional and behavioural needs make academic progress, as well as showing gains in controlling their behaviour. Their individual behaviour plans are carefully written and these pupils are fully aware of the teachers' expectations of them. These pupils receive help and support when required and great care is taken to help them cope with stress and insecurity.

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5)	9 (21)	17 (41)	13 (31)	1 (2)	0 (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.

The curriculum

The curriculum is rich, broad, well balanced and practical. A wide range of visits, visitors and other practical activities very effectively enrich it. Good quality resources enhance the curriculum. Accommodation is satisfactory.

Main strengths and weaknesses

- Provision for pupils with special educational needs is of very high quality;
- There is very good equality of opportunity;
- The curriculum enables very good participation in the arts;
- Visits and visitors enhance the curriculum very well;
- Outdoor provision in the nursery and reception is unsatisfactory.

Commentary

21. The curriculum effectively provides for the interests, needs and aptitudes of the pupils and ensures that they make good progress and achieve well. It meets statutory requirements and those of the locally agreed syllabus for religious education. The curriculum is based on well thought out principles, with a good balance between the development of literacy and numeracy skills and the provision of good quality experience of the other subjects of the National Curriculum, and of religious education. The school has identified that most pupils need a wide range of 'hands-on' experiences and provides these through lessons and, importantly, through a very rich programme of visits and visitors. Visits, such as, that to Fountains Abbey, enable pupils to bring alive the character of Lady Caroline Lamb through their work in history, art, English and ICT, or to follow a practical trail in mathematics. Visitors from the locality have come to school to describe first-hand to the pupils their memories of wartime conditions or seaside holidays in the past. Each class has their fair share of educational visits during the year and also has the opportunity to meet a variety of people who significantly help to enhance their learning.
22. Provision for children in the Foundation Stage is good, although opportunities for outdoor play are less extensive and often lack challenge in the independent activities. A programme of curriculum planning for indoors is effective in the nursery and equipment and resources are plentiful and appropriate. There is a good range of indoor activities and an adequate range of outdoor play provision. In the reception year, planning has greater detail and continuity. The

curriculum is planned appropriately to the Early Learning Goals of the Foundation Stage curriculum and there is a good variety and depth to activities so that children of all abilities are challenged well. Learning builds very well on prior attainment. This emphasis on detailed planning of each task includes precise information for teaching assistants. Overall, the planning is instrumental in ensuring knowledgeable teaching and is effective in increasing children's rates of progress.

23. Provision for pupils who have special educational needs is very good. They receive a relevant curriculum, which meets their needs because programmes of study, particularly in English and mathematics, are carefully planned in accordance with the targets in their very high quality education and behaviour plans. These are regularly reviewed and used effectively by teachers to identify and plan the next set of learning targets. These pupils are fully included, often taking part in whole class discussions and explanations, before working with a small group of classmates on their own specific targets. On many occasions, the skilled and resourceful learning assistants are available to give very good support, which ensures that these pupils do not become frustrated or lose interest. There are very good links between these support staff and the class teachers, which ensures that all information about pupils' progress is shared regularly. The provision for these pupils is regularly monitored by the special educational needs co-ordinator, who maintains the quality of education plans and their application to the pupils' learning targets. Good behaviour plans underpin class teachers' interaction with pupils with behavioural difficulties. They ensure that these pupils know what is expected of them and that teachers are fully aware of how to help them to control and modify their behaviour. All pupils are fully included in all that happens in school. They enjoy taking part in group activities, where they make important, valued contributions.
24. Pupils of all needs and abilities are very well included in the life of the school and equality of opportunity is of a high quality. For example, because of the imbalance of boys or girls in particular classes, the school is careful to track the progress and achievement of each group rigorously. It acts speedily and effectively when it sees that, for example, boys are not doing as well as girls in their writing and puts strategies in place to remedy the situation.
25. Pupils' personal development is well supported through a programme that includes effective attention to sex and drugs education. All classes have good quality lessons that are specifically matched to develop pupils' personal, social and health education (PSHE). A strong focus on feelings and relationships underpins many other lessons, notably those where literature features. For instance, a lesson where pupils in Year 5 explored the feelings of a Bosnian boy and his parents in wartime, led to high levels of engagement in the boy's situation as well as to some very good writing. The significant emphasis that the school gives to education in and through the arts is seen in the above average quality of the art work produced by the pupils, that is displayed to good effect throughout the school. Some of the best of this work results from styles and techniques introduced by visiting artists. Regular public performances enable pupils to gain very good experience in singing and drama and a good number of pupils sing in the high quality choir. After school clubs for music and ICT also enhance the curriculum for the pupils who attend.
26. The curriculum is well resourced and, in some subjects such as ICT, resources are of a high quality. The school uses its accommodation imaginatively, with shared areas outside classrooms, and shared spaces with interactive whiteboards, enhancing learning significantly. Work in the libraries and ICT suite is also planned for efficiently. However, the location of the Year 6 classroom means that pupils have to come across to the main school for independent work to access the library and computer suite. Their classroom itself is not of an ideal shape and size and restricts the availability of necessary resources.

Care, guidance and support

The school provides pupils with good levels of care and supports them well. It offers them satisfactory guidance. Pupils' views are taken into good account and influence the school's provision.

Main strengths and weaknesses

- Staff know pupils very well as individuals and cater well for their needs;
- Although informal health and safety procedures are very good, risk assessments do not meet legal requirements;
- The school offers pupils very good pastoral guidance but, other than in English, there are insufficient links between monitoring, target setting and marking pupils' work;
- The school's activities strongly reflect its status as a 'Healthy School'.

Commentary

27. Staff listen well to pupils and are sensitive to their different needs. They have consistent expectations of behaviour and use well their knowledge of individuals' strengths and weaknesses to pre-empt problems and offer very good support, including much celebration of pupils' achievements. The arrangements to help pupils settle are good overall although, unusually, staff do not carry out home visits for nursery children before they start at the school. Only pupils with special educational needs are offered a home visit before children start school. All staff are fully aware of the procedures to ensure child protection, taking suitable account of the need for record keeping and confidentiality. Children are well supervised at break times, with adults often leading play activities using the plentiful resources that are available. One teaching assistant is designated as a counsellor, offering pupils with a wide variety of needs the opportunity to talk about their concerns and the support to work out ways to cope with them.
28. Such good levels of support ensure that pupils trust staff members to give them helpful guidance. This is the case in English, and sometimes in mathematics, but is much less so in other subjects. Although pupils' work is regularly assessed and their group and individual targets updated, in most subjects teachers' marking pays too little reference to these so that it is not sufficiently clear to pupils how they can best set about improving the quality of their work. Only for pupils with special educational needs and in English are targets used well and successfully encourage pupils to know how to improve.
29. In many aspects, the health and safety arrangements are very good. Those who have accidents or feel unwell are given suitable levels of care. Comprehensive risk assessment and arrangements on the day, including the wearing of fluorescent bibs, ensured high levels of safety on Year 5 pupils' visit to the Yorkshire Showground. The bibs were in action again on the following morning, during the well arranged 'walking bus' to school. Local authority and school staff carry out regular checks of the building and safety equipment, and careful planning and identification of potential hazards precede any visits. However, the school does not carry out formal risk assessments of its daily practice so that, for instance, this is not a regular feature of experiment lessons in science, nor have assessments been carried out on the present provision outdoors for children in the Foundation Stage. This is a serious omission on the part of the governors.
30. Having achieved 'Healthy School' status in 2002, Greystone School continues to promote healthy living very well. For example, the school council, which now has pupils as chairman and minute taker, initiated the school's generous response to the Asian tsunami and has been involved in discussions about the recent updating of the behaviour and anti-bullying policies. It

has also paved the way, despite some parents' reluctance, for 100 per cent support of pupils bringing only healthy snacks into school. Lunches, prepared on the premises, are appetising and healthy. Whenever appropriate, staff draw attention to, for instance, the benefits of keeping fit through sport or the need to protect the body in hot sunshine. Such good attention to healthy living makes a very good contribution to the learning environment.

31. All pupils with special educational needs have developed trusting relationships with at least two adults from the school. This means that if they feel troubled they are able to share it with an interested and confidential adult. The school has set up systematic and very well managed assessment procedures that enable teachers to track pupils' personal development. Very good trigger systems alert a class teacher to any under achievement that cannot be dealt with through the mainstream systems. These are translated into targets that appear on pupils' education and behaviour plans. Very good review procedures ensure that pupils' progress is measured against these targets. School policies are fully in place, with clear strategies for guidance, rewards and consequences. Pupils know that each behaviour pattern has an agreed corresponding outcome from staff and that their actions will trigger a school response.

Partnership with parents, other schools and the community

The school's partnership with parents is satisfactory and that with other schools is good. It has very good links with the wider community.

Main strengths and weaknesses

- Parents hold positive views of the school but are reluctant to become involved in its work;
- The school provides good amounts of information about its curriculum and activities, but pupils' annual reports include very little detail. Neither the prospectus nor the governors' annual report includes all the required information;
- The school makes very good use of the community to enhance its provision for pupils;
- Good partnership working with other schools enriches opportunities for pupils and leads to a smooth transfer.

Commentary

32. Through their responses to the questionnaire, at the pre-inspection meeting and during the inspection, it is clear that parents are very contented with the school's provision for their children. The school has recently conducted its own survey of parental opinion and given a very full response, including some immediate action, to their concerns. It keeps them well informed about events and, through pupils' home/school books, lets them know what their children will be studying in the coming weeks, how they can support them and even gives feedback on how well homework has been completed. Parents find staff approachable and they attend progress discussion meetings in good numbers. However, they are reluctant to offer help in school, there is no parents association and there has been a disappointing response to workshops organised by staff. Parents like the new style pupils' annual reports which, through a series of tick boxes, indicate the individual's achievement and effort in each subject but, other than for English and mathematics, the reports give no comment about the pupil's strengths and weaknesses in individual subjects. The prospectus and governors' annual report do not include all the required information about pupils' test results, attendance and the school's finances.
33. Pupils welcome many visitors and undertake many visits during the year, which greatly enrich their learning. They regularly visit Fountains Abbey as inspiration for their study of history or art or to follow the literacy and numeracy trails mounted by the National Trust. Pupils take part

in services at the cathedral and recently sang at the installation of the mayor. They have planted bulbs and take part in Ripon Pancake Races. The neighbouring supermarket is a regular source of information for a variety of subject areas and generously allows the 'walking bus' to start from its car park, thus easing local parking difficulties. Local groups use the school's premises and the school works closely with the local authority, particularly relating to support with behaviour management. Links with Ripon College, which has technology college status, enhance the school's provision in ICT and design and technology, with regular visits by pupils to the college and by college staff to teach Years 5 and 6. These visits also help pupils make a smooth transfer to secondary school. Without this close partnership working the quality of education provided for pupils would be much diminished.

34. The school has very good communications with parents of its pupils with special educational needs. This keeps them well informed. Parents are invited to all review meetings and the annual review in the case of pupils with formal statements. They have sight of all adjustments to individual education plans and have the opportunity to sign them. There is an open door policy and the school continually seeks to involve these parents in partnership in the education of their children.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good overall. The leadership of the headteacher is very good and her management is good. Key staff provide good management, including in the Foundation Stage and special educational needs. Governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher, all staff and governors have a strong commitment to school improvement;
- Subject co-ordinators are insufficiently involved in monitoring the curriculum and teaching and learning;
- Financial management is very good, enabling educational priorities to be achieved;
- Governors do not fulfil all statutory responsibilities.

Commentary

35. The headteacher has a very clear vision about the quality and range of education to be provided by the school. She places a very strong emphasis on providing pupils with a wide and enriched curriculum, which encompasses the National Curriculum, through a very good range of practical experiences. The personal development of pupils threads through all the school's activities and is a major strand of its work. Parents trust the headteacher; they understand her philosophy and are glad that she cares and provides well for the pastoral needs of their children. The headteacher is effective in sharing her aims with staff and governors and they give her loyal support.
36. The headteacher's management of the school is good. Administrative systems are well established and effective. They ensure that the school is an orderly community. However, some management systems are in need of improvement. For example, especially good care is taken of pupils on visits out of school, yet the school has not set out formal risk assessment procedures to cover day-to-day activities. The school recognises that this is an omission.
37. The headteacher and her deputy are an effective team. With the headteacher, the deputy shares many responsibilities and they give each other mutual support. They have a shared commitment to raise standards and they work hard to find effective strategies. When new initiatives are introduced, the deputy monitors for effectiveness. She has several other key

responsibilities, which she fulfils effectively. Her thorough analysis of assessment data provides detailed information on the standards and progress of pupils. The deputy provides additional support to new staff and students and, quickly, they become part of the staff team.

38. In the last school year, several staff have taken on new co-ordinator responsibilities. They are developing their roles satisfactorily but have relied on the headteacher to fulfil some tasks, such as scrutinising pupils' work. This has placed an extra responsibility on the headteacher and her deputy, and co-ordinators recognise that their roles in checking how well the school is doing need to be extended. Good co-ordination of special educational needs has helped to improve provision significantly and it is now very good. The co-ordinators for the Foundation Stage, literacy, mathematics and ICT have good expertise and their roles are effective.
39. The school improvement plan is a satisfactory document. It is based on the perceived needs of the headteacher and staff and is also a response to local and national initiatives. The document gives due regard to raising standards by Years 2 and 6 and identifies some systems of monitoring by senior managers. Financial planning is closely linked to the school's priorities and is allocated appropriately. Good use is made of performance management targets to increase the knowledge and skills of staff in conjunction with the priorities of the plan. Nevertheless, the document lacks detail and concentrates on actions too much. It gives only limited consideration to the impact of the spending decisions on standards. For example, it identifies that lunchtime arrangements are to be reviewed, but the timescale and details of the monitoring are unclear. Although self-review procedures are developing in relation to previous school improvement priorities, the findings are not yet influencing the direction of future plans, and longer-term aims are not fully set out. The document does not yet address sufficiently the ideas of pupils and parents, although the school has sought their views.
40. Governance of the school is satisfactory. Many governors are actively involved in the school, helping in class, going on visits or hearing readers. They give the headteacher good support and take a keen interest in all school activities. Their committee structure is well established and there are good systems of communication between committees. However, some statutory responsibilities of governors are not fulfilled and have remained as an issue since the last inspection. Governors are enthusiastic about their work and are eager to make the school an attractive learning environment. They are happy to see pupils involved in such an enriched curriculum. Minutes of governors' meetings show that regular discussions take place between governors and co-ordinators about strategies to raise standards. There is some anxiety among governors that standards remain low by Year 2, but they recognise that the school's efforts are continuing. There is good pride in the high levels of care that are afforded to all pupils. Governors enjoy the school's performances and are pleased at the high levels of pupil involvement.
41. The special educational needs co-ordinator works hard to ensure those pupils with special needs gain the highest possible standards of achievement. She has a clear vision for this aspect of the school and has communicated it effectively. Consequently, all staff are fully aware of school policy and procedures. Learning assistants are fully trained, kept fully informed of any changes to pupils' individual education plans and are appropriately deployed. Very good and regular contact is made with outside agencies (educational psychologists, behaviour support personnel, speech therapists), which visit the school regularly, monitor its provision, work with pupils and provide written reports for the co-ordinator. However, opportunities to check on pupils' progress in lessons are insufficient, because time is allocated informally. Individual education plans, lesson plans and pupils' work are regularly evaluated, which ensures that the co-ordinator is fully aware of the standards and provision. Assessment systems are fully in place, the school has completely embedded the current code of practice and teachers know what is expected of them. Recently, three pupils with behavioural difficulties were no longer considered to present any concern and have been removed from the list. The school has a very good reputation reflecting its success with these pupils and, consequently, is in great demand to accept others with special needs.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	662104	Balance from previous year	26276
Total expenditure	657983	Balance carried forward to the next	30397
Expenditure per pupil	2580		

42. Financial management of the school is very good. The headteacher and finance committee of the governing body have worked hard to ensure that all decisions are viable. The school's financial officer has supported them well. Recent school redundancies were based clearly on budget needs. Good attention has been given to achieving best value in all spending decisions. The finance committee and headteacher have been active in seeking additional grants to support the curriculum and improve the environment. The school has embarked on developing the outdoor environment and monies have been carefully allocated. The current surplus in budget funding has occurred through changes in staffing. It is identified as a resource to increase numbers of teaching assistants and also to extend the outdoor provision.

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

- In reception, teaching is mostly good, with some very good teaching;
- Provision for children with special needs is very good;
- There is a limited range of activities outdoors to extend children's learning;
- The co-ordinator is a very good role model, providing a very good sense of direction and purpose in the development of an innovative curriculum.

Commentary

43. Children enter nursery at the start of the term after their third birthday. Currently there are 36 nursery children attending mornings or afternoons. They enter school with a range of abilities, mostly below average in all areas of learning, particularly in their language and mathematical skills. In the September or January closest to their fifth birthday, children move into full-time provision in the reception class. Twenty-nine children attend reception at present. They achieve well and many reach an above average level in their personal, social and emotional development and a satisfactory level in their creative and physical development and knowledge and understanding of the world. Even though the curriculum has had a strong emphasis on the development of children's language and mathematical skills, they remain at a below average level by the start of the National Curriculum in Year 1.
44. The quality of teaching is good overall. There is a good team ethos between teachers and teaching assistants and they support each other well. Relationships with children are good and there is a calm and co-operative atmosphere in each classroom. In the reception class, the teacher has high expectations and she challenges and engages children effectively in the learning activities. She has a very good understanding of children's knowledge and skills, based on thorough ongoing assessment and skilful questioning. As a result, activities build very well on children's prior attainment and are matched closely to children's levels of understanding. Teaching in the nursery is mostly sound. It is less effective than reception, because expectations of learning are not always high enough and independent play activities lack sufficient purpose and challenge.
45. Assessment procedures are good overall. On entry to school parents and children complete the 'All About Me' booklet, which is then shared well with staff. This activity helps to build initial contacts with parents. Throughout the Foundation Stage, children's development is regularly monitored and, in the reception class, there is a continuous re-grouping of children of similar ability as a response to their actions and pace of learning. Very good assessment is made of children with special educational needs. Early identification and supportive help are instrumental in helping these children succeed by providing them with very well matched activities. For children with formal statements of special needs and those with physical disabilities, staff give very good and sensitive support, both to children and their families. Often staff visit the homes of these families prior to the children's entry to nursery. Annual reports are satisfactory.
46. There are satisfactory links with parents. Staff work hard to welcome families into school and parents are happy to leave their children with school staff. Most parents attend social events and parents' meetings to see the good work their children are achieving. During the

inspection, no parents were helping in the classrooms. Parents' support of children in the home is variable, but satisfactory. The school provides information for parents about general school events and about the curriculum. In reception, parents readily supply resources for the various role play activities.

47. The accommodation and learning resources are satisfactory overall. Resources in the classrooms are plentiful and of good quality. In reception, with the support of parents, there is a good turnover of equipment relating to role play activities and, in nursery, with junk materials. Outdoors there is a good supply of trikes, scooters, prams and bikes, suitable for nursery and reception children. The school has recognised the need to develop the outdoor play environment and, currently, it is in the early stages of improvement. Nevertheless, insufficient attention has been given to providing appropriate outdoor resources for these young children, which are suitable to challenge and develop their skills. For example, there is an attractive gazebo but the play areas within it are too high for the nursery children to reach.
48. Co-ordination of the Foundation Stage is good. The co-ordinator has a very good understanding of how young children learn; she has high expectations and is a good role model to other staff. She has good relationships with parents and is keen to increase their involvement in their children's education. Since her appointment, the co-ordinator has been given some time to monitor provision and she has made good recommendations for improvement, which are included in the school improvement plan. However, the plan gives limited attention to the evaluation of its actions. The co-ordinator has not had sufficient time to evaluate the success of her suggestions, as she has other key responsibilities within the school and time to monitor, identify weaknesses and develop this key stage is only satisfactory. Governors are keen to improve provision in the Foundation Stage but have little involvement.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Many children attain above average standards;
- Every opportunity is taken to encourage children's skills of independence and responsibility.

Commentary

49. Children achieve well in their personal, social and emotional development. They feel safe and happy and enjoy coming to school. All staff have high expectations and help children to learn well how to behave, co-operate with others and be polite. For example, in nursery a monitor offers breadsticks politely to others and they are encouraged to say thank you. In reception, children share resources amicably or politely ask the teacher 'Can we go in the den?' Daily routines are well established and children know what is expected of them. Children have enthusiastic and positive attitudes to their learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Skills in reading and writing are taught systematically and effectively in reception;
- In the nursery, there is insufficient planning of resources to promote the development of vocabulary skills in exploratory play;
- Children make good progress in their speaking and listening skills.

Commentary

50. Achievement is good in communication, language and literacy. Standards are below average on entry and, for some pupils, well below average in speaking and listening and reading and writing. In all activities, staff emphasise the development of language skills. Speech therapy support is provided for children with poor speech patterns. In lessons, there are well planned opportunities to talk and interact with adults and other children during a wide variety of interesting and stimulating activities. Resources are focused on a chosen topic so that they reinforce vocabulary effectively through a range of experiences. During the inspection, children in nursery learnt the names of various fruits in story and craft activities. The reception teacher plans lessons well to challenge children of different abilities. For example, in a recipe session for a snack bag more able children wrote two or three sentences with adult help, while the less able added single words to complete a sentence. All reception children recognise their names and many can write them unaided. With adult help, children are beginning to make their own books of 'Minibeasts' and most can copy words legibly. Nursery children are beginning to develop an interest in reading and, in free play, these young children can be seen reading a book together and turning the pages accurately. Reception children are beginning to match letters to sounds. All children have a love of books and listen to stories attentively. Despite a strong focus on the development of language skills standards in communication, language and literacy remain below average by the time children leave reception.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The interesting and varied curriculum gives a purpose to children's mathematical learning;
- There is good teaching of mathematical vocabulary.

Commentary

51. In mathematical development children's standards are below average on entry. Children in the nursery enjoy counting, sorting and matching, using the wide range of resources provided for them. Teaching in the nursery is satisfactory. Although teachers emphasise mathematical vocabulary well in classroom discussions, using terms like 'longer' or 'shorter', more or 'less', planning shows that there is an insufficient use of assessment information to ensure there is a good challenge in mathematical activities. In reception, no opportunities are missed to apply mathematical knowledge to a range of situations, whether in counting pupils in class each day or matching packets of seeds to plant pots in the role play area. There is a good range of exploratory play and direct teaching activities. By the end of reception, children can count sequentially to 20, and many to 30. Some understand the concept of numbers to five, although the majority has an understanding of numbers to three. All pupils have good attitudes to number and their good achievement is frequently rewarded. For example, in reception Jack's climb up a number beanstalk was rewarded with a grape or other fruit. Children achieve well, although by the start of the National Curriculum in Year 1, standards remain below average.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Very good use is made of visitors and resources to enhance children's learning.

Commentary

52. From below average attainment on entry to nursery, children achieve well to reach average standards by the end of reception. The curriculum is packed with a range of experiences skilfully linked to reinforce children's knowledge and skills through exploratory play situations and direct teaching. Teachers' planning is good, with learning objectives and key vocabulary clearly identified. After opening 'the garden centre' in reception, children have entertained the mayor and mayoress to afternoon tea, learning a little of their civic role. They have visited a farm to find out about farm animals, looked at giant snails from Africa and invited lizards, guinea pigs and stick insects into the classroom. They are developing a good understanding of care of the environment. In the classroom, using a butterfly net, they have watched in wonder as a butterfly emerged from a chrysalis and they can explain why the insect now needs to return to the garden. The various role play adventures enhance this area of learning well, when playing 'in the cave' or with 'Mr Park, the park keeper'.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Well planned, formal lessons and daily outdoor play activities provide children with some good opportunities to improve their physical skills;
- Effective links with art further develop children's accurate use of tools;
- There is a limited range of activities outdoors to extend children's physical skills.

Commentary

53. There are good opportunities for developing physical skills indoors and a satisfactory range of activities outdoors. In activities linked with creative development, children learn how to use equipment and improve their dexterity with tools. Most nursery children can stick and position items on card and paper with control. Reception children can use scissors to cut accurately. By the end of reception, children have satisfactory mouse control and can independently drag images to create pictures. All children can build towers with bricks and manipulate small play people. Children enjoy playing on trikes, scooters and bikes and they show good skills in directing and pedalling vehicles, and in stopping and starting. Children enjoy playing with large balls and some nursery children have good foot and eye co-ordination, kicking a large ball accurately to each other and mostly stopping or retrieving it successfully. Currently the Foundation Stage staff are trialling joint activities for nursery and reception children on one day each week. During the inspection children made good progress in activities linked to the story 'Run Away Washing'. There were good opportunities for older children to work with younger nursery members and for the development of language skills. However, without fenced provision some staff spend valuable learning time ensuring children are safe. By the end of the reception year, children have attained average standards in their physical development.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children achieve well because of good teaching and access to a variety of stimulating resources;
- In reception, there are some good opportunities to extend children's imagination through role play.

Commentary

54. Children's creative development is enhanced through a range of well planned and well taught activities involving colour, cutting, painting and modelling. Staff are enthusiastic and they provide a stimulating environment for children, rich in creative resources. In all lessons, there are a good range of activities to a central theme, focused on extending children's vocabulary skills. Children are introduced to a wide range of skills and then practise techniques independently. Children have used a range of media, such as paint, chalk and collage. There are many good opportunities for children to explore. Their efforts are celebrated and valued. A strong focus on provision is the use of the role play area, where children are introduced to the world around them and encouraged to develop their creative imaginations in a variety of situations. For example, a shortage of resources in 'the garden centre' led to an audit of consumables and then telephone calls to a supplier. In some good work prior to the inspection, children had planned and made a small world wild life garden and added flowers, insects and 'minibeasts'. They had learnt how creatures and plants relate to each other and planned the garden so that everyone's needs were best suited. Teachers have high expectations in this area of learning and children respond well. From below average attainment on entry, they achieve well, attaining expected goals for their age and with some achieving above expectations.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils of all abilities achieve well because their needs are effectively planned for;
- Teaching is good overall and often very good or better;
- The subject is very effectively led and managed;
- The quality of presentation and handwriting, particularly for the younger pupils, is not good enough.

Commentary

55. In the national tests for 7-year-olds in 2004 in reading and writing, compared to other schools nationally and to similar schools, standards were low in reading and very low in writing, where performance was in the bottom 5 per cent of schools nationally. Among the reasons for this were the high levels of pupil mobility in that year group. Compared to other schools nationally, standards by Year 2 in reading and writing have been low for the last three years. In the tests for 11-year-olds in 2004, pupils' performance in English was below the national average, largely because of the high proportion of pupils who had special educational needs. When compared to schools with a similar pattern of prior attainment, however, results were well above the average. The results in 2004 showed a dip in the overall pattern of average performance over time. The school is successfully tackling the discrepancy they have identified between the attainment of boys and girls, that showed girls performing better than boys in both reading and writing. Resources have been purchased specifically to address this issue and, in lessons observed during the inspection, the material used caught the interest of both boys and girls very well.
56. Standards in the present Year 2 have improved but are still below the national average in reading, writing and speaking and listening. Standards are also better than in 2004 for pupils in the present Year 6, where attainment is broadly average in all aspects of English and

notably improved in writing. The standards seen at the time of the last inspection have been maintained. Recent improvement is due considerably to the very effective leadership and management of the subject over the past few years. A strong focus on speaking and listening throughout the school and the development of a good variety of strategies for developing the skills of reading and writing across the curriculum have raised pupils' confidence and achievement.

57. The achievement of pupils of all abilities is good. Teachers' assessment is of a good quality and identifies the needs of individuals and groups well. Work is, therefore, very effectively planned to ensure that more able pupils are challenged by the tasks and extension activities planned for them, and that less able pupils can cope with the work that is set. Pupils with special educational needs benefit not only from adapted activities, but also from often very good support. Teachers' marking of work, particularly in the half termly assessment books, ensures that pupils know what they have to do next to improve their work. The use of individual, group and class targets for literacy is also effective, even though the targets are not referred to sufficiently in teachers' marking of written work in other subjects. A weakness that inhibits the progress of a significant number of pupils is in the level of presentation of their work, particularly in Years 1 and 2. This is also reflected in the quality of handwriting seen; not even the more able pupils in Year 2 are using a cursive script. Consequently, as they begin to write at greater length in older classes, the fluency of their writing suffers. The work of boys especially is often untidy and full of crossings out.
58. Pupils' achievement is greatly enhanced by the good, and often very good or excellent, teaching that they receive. Along with the basic skills of reading and writing, which are systematically and effectively taught as pupils move up the school, teachers develop in pupils a love of literature and an enthusiasm for words. This was very noticeable in some high quality lessons, where the teachers' very perceptive questioning led pupils to understand, for example, the feelings of people in extreme circumstances, in contexts both familiar to the pupils and in more exotic situations. In another poetry lesson, where pupils were asked to list similes in rhyming couplets, the way in which the teacher savoured the examples she shared with them at the beginning of the lesson, inspired them to greater efforts.

Language and literacy across the curriculum

59. Literacy is used well in other subjects. Pupils are encouraged to use their own words in such activities as, for example, writing up their science investigations or evaluating their design and technology projects. In history, they write from the point of view of a person living in the past and take part in drama activities that involve articulating the feelings of people from other times and cultures. Reading skills are used in finding information relevant to other subjects, from the Internet or from books. ICT is often used to help composition and presentation.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards by Year 6 have improved since the last inspection;
- All pupils achieve well because of the good teaching and learning;
- There is a strong focus placed on developing pupils' numeracy skills;
- Marking does not always help pupils understand what they have to do to improve, nor does it reflect the individual or group targets set.

Commentary

60. Standards in mathematics are average by Years 2 and 6. Overall the school does well for its pupils, with all groups making good progress and achieving well. Pupils with special educational needs are effectively supported by teachers and learning assistants, and they achieve as well as other pupils. With the introduction of single aged classes, teachers feel better able to plan for less wide levels of ability and prior attainment and they allocate their time well.
61. Standards have varied considerably since the last inspection, because of such issues as high levels of mobility and high numbers of pupils with special educational needs. Most pupils enter the school with below average mathematical understanding but, by Year 2, are working within the expected range for their age. They are developing a knowledge and understanding of place value, and recalling addition and number facts to at least 10. They are taught to recognise number patterns and to use different strategies to solve number problems. As pupils move up the school, the speed and range of mental calculations increases. Year 4 pupils use tables and number patterns to identify multiples of 3, 5 and 7 and can calculate $27=5 \times 5 + 2$ as a remainder. Higher attaining pupils add division to their calculating and sorting of number sentences. By Year 6, more able pupils accurately solve long multiplication and division by using factors and estimation. They accurately manipulate fractions, changing them to decimals and percentages. They apply these skills conscientiously to solve mathematical problems.
62. The strong and appropriate focus on numeracy skills has improved pupils' knowledge and capability. There is a good balance within the subject, with programmes of study relating to time, rotation of shape, symmetry and tessellation, data handling and the classification of two and three-dimensional shapes.
63. Pupils often make use of computers to practise numeracy and other mathematical skills in their classrooms. The availability of the computer suite allows large numbers of pupils to use the machines as an integral part of mathematics lessons. Good use is made of interactive digital whiteboards, which bring teachers explanations to life, enabling them to demonstrate mathematical concepts. This enables pupils to observe a calculation in progress, experiment with shape patterns and assemble information in the form of graphs.
64. In the lessons seen, teaching was good overall. It was very good in Years 1 and 3. Strengths include:
- carefully planned lessons with clear learning objectives, which have a positive impact on all pupils' learning and standards, include those with special educational needs;
 - teaching which captures pupils' interest and enthusiasm;
 - a good emphasis on the correct use of mathematical vocabulary;
 - clear explanations of methods of calculation and how to complete a task successfully;
 - pupils feel secure and able to contribute with no fear of failure;
 - well briefed learning assistants, who often effectively lead groups on specific tasks;
 - good teacher questioning, used well to check pupils' understanding and advance their thinking;
 - effective use of mathematical equipment which helps pupils to understand the learning objective.
65. All lessons observed during the inspection included good planning of relevant tasks to challenge all groups of pupils. Skilled learning assistants supported lower attaining pupils and those with special educational needs well. In Year 2, for example, very good use of the

interactive whiteboard enabled more advanced pupils to learn new methods to add two digit numbers. They soon grasped the technique and applied it to other problems. Adoption of the National Numeracy Strategy as the basis for planning in the subject has made a significant contribution to the rise in standards. In a Year 5 lesson, accurate mathematical language was used regularly in the data handling tasks. Consequently, pupils showed secure understanding of terms used, such as 'mode' 'mean' and 'range'.

66. During a very good lesson, the teacher's questioning encouraged Year 1 pupils to think mathematically and complete accurate 'mental' calculations. Ten pence coins were used and, with ease, pupils calculated that there was 40 pence left in the 'counting tin'. When the teacher asked 'How many coins are left in the tin?' she challenged pupils to check their own mental addition and subtraction calculations. Pupils enjoyed the challenge and achieved well. Group work is well organised to support the full range of pupils' ability. For instance, groups in Year 3 worked independently, showing that they have confidence and good understanding of the mathematical relationship between multiplication and division.
67. Although the school identifies targets for its pupils to work towards in mathematics, the link between these targets and the daily workings is not always apparent, because in some circumstances pupils are not told what to do next. Regular use of worksheets does not fully support all ability levels, because the whole class receives the same activity, and not enough support in these circumstances is given to the less able to help them correct their work. A regular pattern of monitoring arrangements has been established and this has helped to raise the quality of teaching. Resource levels in the subject are good.
68. Leadership and management of the subject are good. The co-ordinator analyses pupils' results thoroughly and she has introduced strategies to raise pupils' performance, especially by Year 2. Teaching and learning are monitored regularly and the co-ordinator encourages a good level of discussion about pupils' performance.

Mathematics across the curriculum

69. Pupils often use mathematics as part of their work in other subjects and, consequently, they develop an appreciation of the practical uses of their skills. For example, they use graphs and tables to record data in geography, history, science and physical education. They accurately measure the length of lines and materials in design and technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- In lessons there is a strong focus on investigative science;
- Monitoring of teaching and learning and marking are not effective;
- Science provides good opportunities to develop pupils' spiritual and cultural awareness.

Commentary

70. Standards in Years 2 and 6 are average. Teacher assessments indicate that Year 6 pupils are on line to attain average standards in national tests, with more pupils achieving the higher Level 5 than in the previous year. All pupils achieve well. They enjoy opportunities for first-hand learning and this is engendering a real interest in science. Pupils with special educational needs achieve well, because of the good adult support they receive, encouraging them to be independent. Gifted and talented pupils achieve satisfactorily but learning tasks frequently have an insufficient challenge for their needs and they could do better.

71. Teaching is good overall. Teachers have good subject knowledge and teach with confidence, extending pupils' interest in the subject. The resources for science are adequate and well used. Good use is made of teaching assistants in lessons and also of governors and parents helpers on visits. During a recent Year 5 visit to the Yorkshire Showground, individual and small groups of pupils had good support because of the large numbers of assistants. In lessons, some teachers question pupils skilfully, encouraging them to make discoveries and helping them to improve their testing techniques. For example, in a Year 4 lesson on air resistance, through skilful teacher questioning, the pupils discovered how parachutes worked. They collaborated very well in exploring designs to make the best parachute. In this lesson, good organisation and planning ensured the pupil's time was well used. Teachers work hard to extend the curriculum by planning a good range of science visits and inviting visitors into school. Pupils have many good experiences. For example, the Year 5 visit was thoroughly enjoyed by pupils and extended their knowledge very well. 'I learned how farriers put on horse shoes' reported one boy, increasing his understanding of the community in which he lived. A visit by a vet to the classroom helped pupils to see the connections between science and the care of their pets. In some lessons, planning does not provide enough detail of how various ability groups will be challenged, especially the more able, and this leads to some confusion about learning objectives among pupils. For example, two Year 4 pupils thought the aim of their lesson was to 'make' parachutes, and not to explore the effect of design on air resistance. Teachers' marking of pupils' work is inconsistent and does not inform pupils of how to improve. There is insufficient use made of target setting to provide pupils with a challenge in their learning.
72. Both children and teachers are enthusiastic about experiments and pupils enjoy the subject. In practical activities, pupils concentrate well and co-operate together successfully. In a game in Year 1, pupils listened attentively and so improved their knowledge of how sounds are made. As the teacher challenged them to 'pick the instrument that has not yet been played', their skills of listening and observation were strengthened. Through observation and discussion, they learnt how sound is created and then experimented independently, by playing on a range of musical instruments.
73. Leadership and management are satisfactory but there is clear scope for further development. The co-ordinator has good expertise. She has increased opportunities for investigative science in the curriculum, including environmental science activities. Through good links with Ripon college the curriculum is enhanced. The co-ordinator has developed suitable assessment procedures, which are used to measure pupils' progress at the end of each topic. However, the co-ordinator is insufficiently involved in monitoring teaching and learning through lesson observation and scrutinies of pupils' work in exercise books. Assessment information is not used effectively to inform teacher's planning or provide sufficient additional learning activities for less able pupils. There is no evidence that expectation and challenge for higher attaining pupils is yet being raised, although monitoring has highlighted this as a weakness. Health and safety issues and risk assessments are inconsistent. For example, risk assessment for the Year 5 science visit was excellent, with high visibility jackets being worn and a written document of guidance provided for participants. However, Year 6 pupils do not fully understand that 'health and safety' is an important issue in experimentation.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The subject is very effectively led and managed;
- There is a very good level of resources, both hardware and software, and the accommodation is used to good effect;

- Standards are above the national average by the end of Year 6 and pupils of all levels of ability achieve very well;
- The subject is planned for and used very well in other subjects.

Commentary

74. Since the last inspection there have been very significant improvements in pupils' achievement and in the quality of teaching. Standards are now above the national average, having been judged below average at the last inspection, and pupils of all abilities achieve very well. Very strong leadership and management and high financial investment in the subject have ensured that ICT is now very well resourced. There is a good ratio of computers to pupils, interactive whiteboards are used to good effect throughout the school and a good supply of appropriate software is available for all subjects. Teachers plan for the use of ICT in most lessons and the subject co-ordinator monitors planning to ensure that they do. Substantial amounts of training, both internal and external, have ensured that teachers' confidence in using ICT has increased and pupils' confidence and skills have improved as a result. The placing of interactive whiteboards in shared areas that are easy to access means that whole class learning can take place before pupils go to the computer suite to work in pairs on the machines there; this arrangement works well. However, it is much less easy for pupils in Year 6, whose classroom is in another building, to access the computer suite, apart from when they are timetabled for its use.
75. There is a rich curriculum in ICT that is particularly strong in control technology. Pupils in Years 5 and 6 are adept, for example, at creating programs that will take the robot buggy through a complicated maze or even make it dance. Pupils use desktop publishing and presentation programs to produce mixed media presentations, that sometimes include their own digital photography or video. The Internet is used for research and pupils know how to email other pupils. The use of email on a wider scale has been inhibited by problems with an Internet provider but plans exist to develop such learning opportunities as soon as the situation improves. Pupils throughout the school are confident in using the computer and other hardware and many can troubleshoot for themselves, with a good degree of independence. Standards by the end of Year 2 are at expected levels and they are above that by the end of Year 6.
76. Leadership and management of ICT are very good. The co-ordinator has very good expertise and leads by example. She is very effective in linking the use of ICT with other subjects. Her management of available resources has vastly improved provision, both in teaching and learning. Her enthusiasm for the subject motivates staff and pupils to use technology effectively.

Information and communication technology across the curriculum

77. ICT is used very well in other subjects. During the inspection, there was evidence of its effective use in English, mathematics, science, geography, history, design and technology, art and music.

HUMANITIES

78. In **history**, no judgement can be made on provision, standards and achievement, as no lessons were observed. A scrutiny of pupils' work and discussions with the co-ordinator took place in a sampling of the subject.
79. In the work provided pupils are working at a level typical for pupils aged 7 and 11. The curriculum is well developed. It includes very good use of visits and visitors in order to make history relevant to pupils. For example, there have been visits to Fountains Abbey and Whitby, culminating in good work in the classroom linking to ICT, English, history and art. Literacy is used well in conjunction with history. Year 4 pupils have produced some postcards with very vivid details of the evacuations of the Second World War. This lesson helped pupils develop an empathy with people involved in the war and also those left at home. Year 2 pupils have been learning about holidays in the past. A visitor who gave a presentation on 'Seaside

Holidays in the 50's' has enhanced their learning. Through this topic, pupils have improved their historical skills of gaining evidence from first-hand sources. Art work has also been used extensively to link with history. There are some very good art displays of previous work on 'The Beatles', which has developed an interest in recent and popular history among Year 5 pupils. The co-ordinator is relatively new and still developing her role. She has very good subject knowledge, sharing her expertise with other schools by developing study skills packs about the local Ripon Law and Order Museums. The co-ordinator has a satisfactory understanding of the strengths and areas for development in this subject. For example, there are very good historical links established with the local community, but monitoring of standards and staff training is less well developed. Planning shows that the subject meets National Curriculum requirements. The subject is well resourced.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Learning is enriched through links with other subjects and the wider community;
- Lessons are well planned and resourced;
- Pupils are not encouraged to work independently enough.

Commentary

80. Standards are average by Years 2 and 6. The subject is made very relevant to pupils through very good use of the local community. Pupils achieve well over time, including pupils with special educational needs.
81. Teaching is good overall. This is due to the good use of resources and knowledgeable and enthusiastic teachers. Teachers plan lessons well, with challenges which include varying levels of complexity. In Year 3, the teacher provided maps of varying detail and this allowed pupils of all abilities to succeed in interpreting and drawing route maps. Good use was made of teaching assistants, so that pupils with special educational needs could succeed. All teachers promote well the use of technical language and pupils are developing a good understanding of appropriate mapping terms. For example, Year 6 pupils confidently discussed rivers in terms of 'tributaries' and 'confluences'. Whenever possible learning tasks are made relevant to pupils. Year 2 pupils used holiday brochures and the class 'Travel Agency' to discover about new destinations and how to travel to them. Older pupils are encouraged to discover geographical information for themselves. Year 6 pupils used the Internet skilfully, as well as a local field trip, to research for information to explore their topic of how rivers affect landscapes. Teachers include visits to the local environment wherever possible, to extend pupils' understanding of their local community. Trips to Fountains Abbey, Whitby and The Yorkshire Showground are very effective. Using first-hand evidence they provide pupils with an understanding of how local towns and villages have evolved and changed.
82. Good links are made between geography and other subjects. During the inspection, Year 6 pupils were engrossed in Internet searches to find information about river courses around the world. The results were very good and the pupils gained an understanding of how research can be used to find out information on weather and climate. Year 2 pupils have been studying about island life through the story of 'Katie Morag'. They have enjoyed the stories of Katie, making good links with literacy and gaining an understanding about the similarities and differences between life in the town and on an island.

83. Although the two co-ordinators are relatively new for this subject, they have a good understanding of its strengths and areas for development. For example, they are rightfully pleased at the development of pupils' geographical skills, but would like to see resources enhanced. They have already done some staff training to link geography with ICT. The co-ordinators are keen to undertake a monitoring role by observing lessons, and to deliver more training. The resources for the subject are adequate to fulfil the needs of the National Curriculum.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject is effective in promoting pupils' personal development;
- Good links with the cathedral and other churches increase pupils' interest in Christianity.

Commentary

84. By Years 2 and 6, standards are in line with the expectations of the locally agreed syllabus, as at the time of the last inspection. In lessons, pupils achieve well and have positive attitudes to their learning. A scrutiny of pupils' work indicates that they are introduced to an appropriate range of activities about Christianity and other major world faiths. There is evidence that pupils have a satisfactory knowledge of similarities and differences between various religions.
85. All pupils enjoy studying religious education and are interested in learning about different beliefs and values. They enjoy looking at artefacts from each faith and making visits. Teachers are skilled at questioning, so that pupils recognise and identify important elements of each faith. After a visit to Ripon cathedral, Year 1 pupils described in good detail the items of church furniture they had seen, using the correct vocabulary to name the organ, various books and statues. As they handled a Jerusalem cross, there were elements of awe and good respect of this precious item.
86. By Year 2, most pupils have a good understanding of the Christian calendar and its festivals. They know the Dean of the cathedral well, because of his frequent visits to school and, with confidence, they compare his role with that of other clergy they meet. Throughout school pupils have a satisfactory knowledge of stories from the Old and New Testament, and many can identify the morals within the stories. In Year 4, pupils have compared different interpretations of the Easter story in traditional and modern art. A visit to Fountains Abbey provided Year 6 pupils with opportunities to study how religion is interpreted in clay, painting and felt making. By Year 6, pupils are beginning to question their beliefs and seek answers from those around them.
87. The curriculum is taught in line with local recommendations. Teachers have suitable subject knowledge and they use the extensive range of artefacts well to enhance learning experiences. In Years 1 and 2, most teaching is practically based and in discussion, drama and story pupils have good opportunities to share ideas. Teachers manage these sessions sensitively, helping pupils to recognise the differences and similarities of individuals. Throughout school, there are some good links to art and music, but links to literacy are insufficient and the high expectations of teachers in literacy are not transferred to this subject. Religious education makes a strong contribution to developing pupils' spiritual, moral, social and cultural understanding. Often assemblies provide opportunities to extend knowledge of Christianity and other faiths.
88. Leadership and management are satisfactory. Monitoring of the subject is mostly informal and the co-ordinator recognises that there is a need for a greater rigour here.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

89. There was insufficient evidence to make an overall judgement on standards, teaching and learning and provision in **design and technology** or **physical education**.
90. In design and technology, the examination of pupils' work shows that they are gaining experience of a good range of materials and are developing the expected subject skills through designing, making, then evaluating a variety of products. Work completed by the younger pupils applied an early knowledge of levers, as they attach cardboard sliders onto a card, decorating their machine to represent a fish swimming through an underwater environment. Other pupils carefully cut out cardboard wheels and attached them to axles as they assemble a moving wheeled vehicle. There was good development of appropriate language as pupils used such vocabulary as 'axles and chassis' on their design drawings. Older pupils build on these skills by completing elaborate design sheets, often incorporating plan views, side elevations and precise measurements into their design plans. Year 4 pupils followed their individual design plans exactly to construct model chairs. More advanced skills had to be taught as they applied their individual mathematical skills to measure lengths of wood, prior to using hacksaws to cut the wood to accurate lengths. They used effective gluing procedures to assemble and complete their chairs.
91. The oldest pupils completed their projects to design and make slippers to a similarly high level of quality. The evaluative writing up of both these projects indicated a good understanding of the process of designing, making and evaluating. A good range of projects have been identified in the subject, with pupils able to enhance their food technology skills when they create a healthy sandwich and design a mothers' day biscuit. There are good links with health education, mathematics, English and science. No direct teaching was seen, so no firm judgements can be made relating to the quality of teaching. However, the high quality of pupils' work indicates that teachers have good subject knowledge and provide many worthwhile activities. The new subject co-ordinator has made a good start to develop the subject further and a recent successful innovation has been the introduction of whole school technology days. There has been improvement in the provision for the subject since the last inspection.
92. In physical education, a scrutiny of teachers' planning and discussions with staff and pupils indicate that all strands of the subject, with the exception of adventurous activities, are regularly taught. Swimming skills are taught to the younger junior pupils and almost all achieve the 25 metre national standard. As at the last inspection, lesson planning includes the importance of exercise to ensure a healthy heart. With this in mind, many pupils take part in activities organised by the 'fit club', where 'Freddie Fit' encourages everyone. The older pupils regularly attend netball and football clubs, where parents help and support. Inter-school competitions are organised and the school continues to focus on its 'Healthy School' action plan. In the lessons seen, pupils made sound progress and were achieving satisfactory standards. Year 6 pupils made good progress in inventing their own ball games and showed good attitudes towards both team work and competition, accepting the general rules and working hard to learn the game. Year 2 pupils showed the same high level of commitment during their lesson. However, the good lesson planning was somewhat restricted by the limited space in the hall. In both of these lessons, teachers showed good subject knowledge and gave effective demonstrations of specific skills, but they did not ask individual pupils to model their skills for the class to see. A playground lesson with Year 2 pupils had insufficient stimulus to enable them to be imaginative and inventive. They did not extend their repertoires of jumping or skipping styles. Some pupils, having warmed up well, spent too much time waiting for their turn. The subject leader has monitored teaching in some classes. These class teachers received written feedback. Assessment procedures in the subject are underdeveloped.

Art and design

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

Main strengths and weaknesses

- Standards in art and design are above what is usually expected;
- There has been good improvement since the last inspection;
- Teaching is always good and occasionally excellent;
- Art techniques are used effectively in other subjects;
- Pupils gain knowledge of world artists and have good opportunities to work in their styles;
- Good use of pupils' creativity in art displays creates stimulating learning environments;
- The subject makes a very good contribution to pupils' spiritual and cultural development.

Commentary

93. By Year 6, pupils' skills are good. In the direct teaching session seen, good teaching enabled pupils to make rapid progress and achieve well. Year 6 pupils can mix watercolour to achieve their chosen shade and skilfully apply colour washes to represent the sky as they gain understanding of perspective and build up a landscape of a country scene. Good teaching includes the use of the computer to help pupils analyse the attributes of a countryside scene and a good range of suitable resources ensures that they can mix paint and choose from a full range of paint brushes. Pupils respond well to their art experiences and cope well in a cramped classroom.
94. Year 2 pupils achieve well. They accurately record from their individual experience. They create accurate observational sketches of a variety of flowers, choosing carefully from a range of mark making tools and materials. Skilled learning assistants support individual pupils, which helps them to remain on task. All pupils are keen to complete their work showing good attention to detail.
95. In the Year 4 class, standards are well above the levels expected for pupils of this age. This is because the teacher is enthusiastic and knowledgeable about her subject and shares this expertise with her class. You could hear a pin drop as she spoke about the life and style of Henry Moore. Excellent use of photographs of his sculptures very effectively introduced pupils to his techniques. The rounded shapes and the featureless faces were linked with the emotions associated with people at war. This expertly connected with the class history project about the United Kingdom during the Second World War. The teacher's explanations included an introduction to the use of charcoal, where pupils had excellent opportunities to practise their skills of lining, shading and smudging to capture the required effect, prior to their commencement of the task, to create charcoal sketches in the style of Henry Moore. Sets of photographs of his work were readily available and helped pupils to capture his style. Pupils worked individually, showing excellent levels of concentration. Almost all the pupils' work achieved the objective. There were moments of awe and wonder for the observers of the lesson as the style of the artist emerged from within the pupils' efforts.
96. The pupils' work around the school shows that a full range of art techniques are taught, including three-dimensional work, felting and brushing techniques, to re-create the atmosphere at Fountains Abbey, and Aboriginal patterns. Pupils use computers to create patterns in the style of Jason Pollock. They create patterns in the style of William Morris and abstract images in the style of Picasso. Further multicultural work is found in pupils' representations of Hindu figures in their sketches.

97. The school organises a termly 'art day' and local artists regularly work with groups of pupils. Visits to art galleries are organised regularly. This helps to bring the subject alive and increases pupils' levels of interest. During the inspection, a group of excited Year 5 pupils brought back a bunch of flowers, constructed from recyclable materials during their visit to the Yorkshire Showground. The pupils had named it 'Recycleous'.
98. The newly appointed subject co-ordinator is extending the scheme of work by adapting the current scheme, which is based on national guidelines.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Music makes a major contribution to pupils' spiritual and cultural development;
- Standards of singing are high in all year groups;
- Leadership and management are good.

Commentary

99. Music has a high profile in the school. Teachers have good expertise in planning lessons and, in the two lessons seen, they taught with confidence. All teachers show a keen interest and enthuse pupils to learn. In the lessons observed, teachers explained their expectations very clearly and organised resources well. As a result, pupils achieved well. In Year 6, pupils were able to work in groups to create an ostinato pattern. They then sang and performed in groups in a two-part medley, accompanying a taped recording. Additional specialist teaching supports class teaching effectively and many pupils can read musical notation and have a good knowledge of musical styles by Year 6. Throughout the inspection, pupils showed good levels of confidence in performance. In assembly, singing is of a very high quality, helping to create an atmosphere of reverence. Pupils have good diction and tone. There is good commitment to specialist instrumental teaching and brass and keyboard lessons are available in Years 3 to 6. This makes a good contribution to the quality of provision. Sometimes more able pupils have opportunities to play in assemblies or at concerts. Pupils have very positive attitudes to music and join enthusiastically in music making in choir, music clubs and concerts. There are a good number of boys and girls in all activities. The school's efforts to involve pupils in the many musical performances are appreciated by parents and they describe the standards as very high. Parents, governors and members of the community attend all performances. The co-ordinator has a keen interest in this subject and, as an advanced skills teacher, she is sharing her expertise well. She is leading and managing the subject well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship (PSHCE) is **good**.

Main strengths and weaknesses

- The very good school ethos encourages pupils to have a good respect for the feelings and beliefs of others;
- There is a good planned programme of work, which is linked effectively into all other subjects;
- Visits and visitors make a positive contribution to the personal development of pupils.

Commentary

100. Pupils' personal development is an important aspect of the school's work. As pupils participate in a range of worthwhile experiences, teachers provide them with sensitive but challenging support. This is because teachers know pupils well. They role model responses to pupils which give them guidance, and examples of cooperative learning or sharing of resources are rewarded. Older pupils show good attitudes of tolerance towards younger pupils and undertake their responsibilities well in looking after them.
101. The school's programme for PSHCE gives good attention to personal safety, drugs, healthy eating and human development. The school nurse helps with coverage of sex education and the 'crucial crew' with emergency services. Visits by the vet, magistrate and Dean of the cathedral help pupils appreciate the work of others and their roles in the community. Shared activities with other schools develop pupils' knowledge of the topical interests of others. The curriculum plan shows that there are good links between PSHCE topics and other subjects, such as science, art and religious education, or in daily assemblies.
102. In many lessons, through the 'Talking Partners' activity, pupils are encouraged to listen and respect the views of their buddy partner. Pupils are given good opportunities to work together, such as on computers. In 'Circle Time' lessons, pupils have opportunities to share their ideas and express their concerns to a class audience. On visits, or working with visiting specialists, pupils learn to negotiate with a wider audience.
103. Pupils are encouraged to consider the needs of the school community through the school council. There are good examples of actions taken in response to their discussions, such as in the purchase of playground equipment or fund raising activities for the people affected by the Tsunami. Governors show that they value the school council by discussing its views in governing body meetings and responding positively to the pupils' requests, by providing them with a budget allocation.
104. Leadership and management are good. All staff share the co-ordinator's enthusiasm and, consequently, there is good and continuous coverage of the curriculum.

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	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
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	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
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).