

INSPECTION REPORT

SUTTON on the FOREST PRIMARY SCHOOL

York

LEA area: North Yorkshire

Unique reference number: 121518

Headteacher: Mrs J Botham

Lead inspector: Mr S Dobson

Dates of inspection: 13 – 15 June 2005

Inspection number: 268014

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	89
School address:	Main Street Sutton on the Forest York North Yorkshire
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Appropriate authority:	Governing body
Name of chair of governors:	Lady Julia Smith of Clifton
Date of previous	30 November 1998

CHARACTERISTICS OF THE SCHOOL

This small school, with 88 pupils and a broadly even number of girls and boys, serves the village of Sutton on the Forest and attracts pupils from some of the surrounding areas. The area is predominantly one of private housing in a rural part of North Yorkshire. However, there is a Travellers' site nearby and the school has some Traveller pupils. The school has a relatively high proportion of pupils with special educational needs, most of whom have moderate learning difficulties. There are no pupils for whom English is an additional language. The pupils come from a mixture of social backgrounds but the majority could be described as having favourable economic backgrounds. On entry to school, children's attainment is above average.

The school does not have a nursery but links closely with the local playgroup. Children begin school in the year in which they are five years old. The school has attracted a number of awards including School Achievement Award (2003) Healthy Schools Award and Basic Skills Quality Mark.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18074	S Dobson	Lead inspector	Science Art and design Design and technology Physical education Areas of learning in the Foundation Stage English as an additional language Personal, social, health and citizenship education
13459	E Mills	Lay inspector	
18101	A Sharpe	Team inspector	English Geography History Religious education Special educational needs
35055	S Griffiths	Team inspector	Mathematics Information and communication technology Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school in which all pupils achieve well to reach high standards. It gives **good value for money**.

The school's main strengths and weaknesses are:

- The headteacher, very well supported by the senior teacher, ensures that pupils have every chance to do their best.
- Provision for pupils' personal development is very good and almost all pupils have very positive attitudes and behave very well.
- The school offers a very good range of learning opportunities which enrich the curriculum and engage the pupils.
- Links with parents and the community are very good and this supports learning.
- Pupils are very well cared for; their welfare is the prime concern of the school.
- Teaching is good overall but there are weaknesses in one class.

The school has improved well since the last inspection. There is now a useful system for tracking pupils' progress. The quality of pupils' writing has improved significantly. The management of finances has improved because the school now actively seeks best value for money. Importantly, the recently completed additions to the school's accommodation have enabled the provision of more opportunities for physical education in particular and for a host of whole school experiences.

STANDARDS ACHIEVED

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

Pupils achieve well. Children start school with above average attainment in most areas of learning and many of them speak well. They make very good progress in the Foundation Stage in all areas of learning. Almost all of the children achieve the Early Learning Goals,¹ and some surpass them. They continue to achieve very well in Year 1 but their progress slows, though it is overall satisfactory, in Years 2 and 3. At the end of Year 2, their skills in reading have developed well but in writing and mathematics their achievements are below those of pupils in similar schools. In Years 4 and 5, all of the pupils make much more rapid progress and by the end of Year 6 they achieve well above average standards in English and mathematics. The knowledge of the current Year 6 group indicates that most of them should achieve high standards in the national tests in science this year. Work sampled indicated that good standards are achieved in a range of other subjects. Boys and girls achieve equally well and all pupils with special educational needs make good progress. The trend of improvement is well above the national trend.

¹ Nationally agreed targets for the end of the reception year.

There is a very positive ethos of enjoyment and hard work in school generally and pupils behave very well. Only a handful of pupils with emotional difficulties exhibit inappropriate behaviour. Almost all pupils have positive attitudes to school, to other people and to working hard. They follow the very good example set by the headteacher and the staff. The pupils achieve very well in their spiritual, moral and social development and well in their cultural development.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching is good overall but variable. It is very good in the Foundation Stage and Years 1 and 6. Here all lessons are of very good quality because they are planned to meet the assessed needs of the pupils, who make every effort to succeed because they are interested and motivated. This very good teaching spans all subjects and areas of learning. In the remainder of the school teaching varies from good to unsatisfactory. It is predominantly good in Years 4 and 5 where the teacher makes an effort to personalise learning and relationships with pupils are good. In Years 2 and 3, teachers sometimes make insufficient use of assessment information and there are inconsistencies in the management of behaviour although when lessons are well planned and taught the problems are reduced.

The curriculum is **good** and creative, sporting and residential activities very significantly enrich it. Very good provision is made for pupils' personal, social and health education and their spiritual, social and moral development is very good. Resources are satisfactory overall but the library is very limited because of space. The new hall and office accommodation have greatly benefited the school but the size of the indoor accommodation for the youngest children restricts their curriculum. The standard of care and links with parents and the community are all very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The headteacher leads the school very well; she has a very good understanding of strengths and areas for improvement based on detailed reviews of the achievements of the pupils. The senior teacher supports her very well. With the aid of the staff, she has produced a very good, detailed school improvement plan. However, there is limited time for management due mainly to the headteacher's considerable teaching commitment. The governors are fully committed to the school and undertake their various roles well, ensuring the school meets all statutory requirements. The management of the school is good. The school uses and manages its financial resources very well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Almost all parents are very happy with the school and most indicated no areas for improvement. They are particularly impressed by the high standards which their children achieve and the obvious enjoyment which children have in coming to the school. They are well aware of the very good leadership of the headteacher. A small minority of parents complained about pupils' behaviour and the staff response to it in one class. The inspection confirms and highlights these issues but recognises the very significant work which has been undertaken to make improvements. This work is on-going. All of the children very much enjoy coming to school and consider it to be a privilege to be there.

IMPROVEMENTS NEEDED

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

- Improve the consistency of teaching and learning so that it is predominantly good or better in all classes.
- Make better use of the available assessment information so that lessons are planned to meet the needs of the pupils in every class.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils, including those with special educational needs and those from a Traveller background, achieve **well**. They reach above average standards in reading by the end of Year 2 but average standards in writing and mathematics. They reach well above average standards by the end of Year 6 in English, mathematics and science and a number of other subjects. Girls and boys achieve equally well. Overall standards have improved since the last inspection.

Main strengths and weaknesses

- Children in the Reception class are given a very good start to their education and they achieve very well across all areas of learning.
- This very good progress continues in Year 1 but in the next phase of school, progress is less consistent.
- The very positive climate of support and co-operation generally found in the school gives most pupils confidence to do their best.
- In Years 4 and 5, pupils' progress accelerates and they make exceptionally good progress in Year 6, reaching high standards.
- Pupils with special educational needs are mostly given good support.

Commentary

- 1 Very good planning for learning and provision in the reception class supports children in reaching above and well above expected standards in all areas of learning. Most children have the advantage of relatively good language skills when they start school and the staff develop these skills very well and very rapidly. The children quickly gain the vocabulary to talk about the very good range of exciting activities which they undertake. Working with Year 1 pupils, they learn to join in with all sorts of activities and they quickly gain the confidence to seek help from adults and other children. They have very good physical development opportunities, having almost daily activities which challenge them in areas of whole body movement and have regular opportunities to develop skills in cutting, shaping and holding fine instruments. They reach well above expected levels.
- 2 By the time they leave the Year 1 class, pupils are achieving above and sometimes well above expected standards This is because the quality of teaching is consistently very good and the teacher plans to extend the pupils' learning as quickly as possible. The Year 1 pupils make such good gains and extend their learning because they are able to use the good range of practical learning opportunities which are available for the reception children. However, in the next phase of school this progress slows, though overall pupils achieve satisfactorily. At the end of Year 2, pupils achieve high standards in reading but their standards in writing and mathematics are only as good as pupils nationally and not as good as those in similar schools. Achievement remains satisfactory in Year 3 and pupils make only satisfactory progress.

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

Standards in:	School results	National results
Reading	18.1 (18.2)	15.8 (15.7)
Writing	14.9 (16.8)	14.6 (14.6)
Mathematics	16.9 (17.4)	16.2 (16.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	30.2 (31.0)	26.9 (26.8)
Mathematics	30.2 (28.6)	27.0 (26.8)
Science	29.8 (29.8)	28.6 (28.6)

There were 15 pupils in the year group. Figures in brackets are for the previous year

- 3 When pupils move into Years 4 to 6, their rate of progress picks up again especially in mathematics, science and writing. In Year 6 they make exceptional progress and groups of pupils regularly reach high standards in national tests. In other subjects they similarly reach good or very good standards and they have very good knowledge, for example of artists, musicians, areas of the world and historical contexts.
- 4 The very positive atmosphere in the school and the trust which is shown in pupils from the time they arrive in the reception class means that most of them are confident learners and they achieve well. They reach high standards in speaking and listening as they are constantly interacting with adults and other pupils. It is quite remarkable in such a small school to have pupils participating and enjoying a very good range of sporting activities, some of which they perform to a good standard. Encouragement and support are demonstrated when the most unlikely pupils say '*You have a go at the climbing wall for the fun of trying*'.
- 5 Pupils with special educational needs achieve well. Once identified, these pupils are assessed regularly and their progress is monitored closely. Their parents are kept very well informed and they help their children to learn. Many of the pupils make enough progress to be removed from the register of need. A few pupils in one of the classes have emotional and behavioural difficulties and though the staff work hard to seek help and support for these pupils, sometimes these pupils do not achieve as well as they could. The traveller pupils who attend the school make good progress because they join in with almost everything that the school offers.
- 6 Pupils who have particularly high abilities make similar progress to the others because they are effectively challenged and supported. Work is particularly well planned in Year 6 to match individual needs and some pupils make very rapid progress. There is no discernible difference between the achievements of boys and girls.

Pupils' attitudes, values and other personal qualities

The school has a very good level of attendance and punctuality is very good. Most pupils' attitudes to school and work are very good. Pupils' behaviour is very good. Pupils' personal

development, which includes spiritual, moral, social and cultural awareness, is very good overall.

Main strengths and weaknesses

- There are very good opportunities for social interaction and the development of independence.
- Excellent initiatives enable pupils to be enterprising and take responsibility.
- Opportunities for spiritual and moral reflection are built into lessons.
- Pupils feel they are valued and well cared for.
- The behaviour in most lessons is exemplary but not in all classes.

Commentary

- 7 Attendance is very good and the school has reward systems to maintain this level. Statistics show that parents support the school in ensuring that very good attendance continues.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.9	School data	0.0
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.

- 8 Pupils' attitudes to school life are very good. Year 5 and 6 pupils all said they enjoyed school and that the teachers valued them and made school interesting. Pupils appreciate the range of extra-curricular activities offered and attend them well. The house point system is successful in motivating pupils. There are very good opportunities to develop pupils' sense of responsibility. They are seen as a resource and carry out tasks such as gardening, litter picking, prefect duties and manage the library.
- 9 The school 'Fruit Bar' is an excellent example of pupils developing enterprise. They buy and prepare fruit for other pupils to purchase at break-times. All the pupils enjoy this and the parents think it is a very good idea. Because it is so successful, it has continued even though fruit is now provided free for the youngest pupils.
- 10 Pupils' behaviour and attitudes as they move round school are very good. This is also the case in most classes where high expectations and interesting lessons capture pupils' interest. However, in one class this is not the case and pupils' behaviour is not as good as it should be. The headteacher has engaged other agencies to help improve this situation. There have been no exclusions.
- 11 Policies and procedures are in place to promote racial harmony and also ensure any bullying is immediately dealt with. Year 6 pupils act as mediators to help pupils with any problems at lunchtime, although no issues were observed during the inspection. These pupils have received training from the headteacher.
- 12 There are good opportunities to develop pupils' spiritual awareness. There are effective links with the church which the whole school visits regularly. In one lesson, following a church visit, Year 6 pupils were given opportunities for reflection on matters such as whether the clock maker was expressing his faith through making the clock. They understand the concepts involved. The local vicar regularly takes assemblies and documentation suggests provision for collective worship is very good. The school invites speakers from different cultures but recognises the need to develop this further. The provision of a new hall will help this by providing a suitable space. Collective worship gives pupils the opportunity to reflect on and consider cultural and faith issues.
- 13 Displays around the school, mirror and enhance the school's commitment to personal development. 'I Am Unique', 'My School is Special' and 'Pupil of the Week' displays celebrate individual and collective worth. In Year 1, pupils' religious

education lessons make a very good contribution to spiritual awareness, for example when studying Guru Nanak.

- 14 The school has plans to develop this area further by adding more first hand experience of Islam and Sikhism and also increasing the range of resources available. All members of staff reflect and enhance the school's commitment to personal development.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning and the curriculum are good and pupils are cared for very well. There are very good links with parents and the community.

Teaching and learning

The quality of teaching and learning is variable but is **good** overall. It is consistently **very good** in the classes for the youngest and oldest pupils.

Main strengths and weaknesses

- Consistently very good teaching in the reception/Year 1 class and in Year 6 gives children a flying start and a very positive end to their primary education.
- In Years 2 and 3, teaching is satisfactory overall but there are times when too long is spent dealing with the difficult behaviour of a minority of pupils.
- Mostly, the teachers are innovative and plan lessons which are very interesting for the pupils who work hard as a result.
- Teachers generally have high expectations of pupils' behaviour and in most classes and around the school in general, this leads to very positive pupil attitudes and very good behaviour.
- Teachers gather sufficient assessment information but in some classes this is not used as well as it could be to plan lessons which meet individual learning needs.

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	9	7	6	2	0	0

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

- 15 In the mixed reception and Year 1 class, the sessions are very well planned to give children a wide variety of very good learning experiences. The classroom is not big enough for all the activities which the staff want to provide but very good use is made of the outdoor area to provide additional learning opportunities. The staff work well as a team and the children enjoy a mixture of whole class, group and individual activities. The staff organise very well and rely on children's independent learning skills and develop them strongly. Lessons and activities are very interesting, for example children listen spellbound to stories. Very good assessment by both staff members means that work is tailored to children's needs. As a result, they learn very well and make very good progress.
- 16 In Year 6 there is consistently very good teaching and pupils make rapid progress. They are given every possible opportunity to take responsibility for themselves and for others in the school and they show maturity in their dealings with each other and with adults. They take very good care of younger pupils. The lessons are highly challenging and the pupils thrive in this learning culture. The teachers have very high expectations and this results in very good work and behaviour. Their work on Shakespeare is a joy to read; they put great effort into the presentation and content of work and this does them credit. Lessons in Year 6 are very well planned and

managed and are based on thorough assessment and an innovative and stimulating approach to the curriculum.

- 17 Throughout the school, staff seek to develop links between subjects. They include different styles of writing when recording work in science and history and they use mathematics particularly well in geography. Because the develop teaching around interesting themes, often the pupils become very motivated and do additional research work in their own time, over and above their homework. In most of the lessons seen, pupils appear genuinely interested in what the teacher provides and one teacher even personalises instructions and topics so that for example, pupils with particular interests get work on tennis or building as a part of their curriculum. In the vast majority of lessons, pupils are comfortable to express their ideas and indicate any problems they are having and this means that the teachers can respond and help.
- 18 Around the school, all staff have very high expectations of good behaviour and, even though a handful of pupils have known emotional and behavioural difficulties, behaviour is very good. In the playground and in school assemblies, all pupils behave well because they are supervised well. Lunchtimes are civilised and a good social opportunity.
- 19 In one class, teaching is often only satisfactory or unsatisfactory because the lessons sometimes lack a clear purpose, tasks are routine and many pupils are not well motivated. Staff have been given time to develop consistent approaches to behaviour management but have not managed to do so and pupils exploit this situation, especially a small group of pupils with difficulties. These pupils, who often display emotional insecurity, copy each other's behaviour and seek the attention of the adults and other pupils. Staff sometimes fail to stop the behaviour disrupting the learning of the other children. Moreover, the children do not respond well to constant changes in staff approaches to behaviour management. It is noticeable, though, that when lessons are challenging and move at a rapid pace, behaviour is generally much better.
- 20 Assessment is satisfactory overall. The staff generally gather sufficient assessment information so that they know how well pupils are doing in subjects and they use the school schemes to give pupils targets for improvement. This process is carried out in every class. For the oldest pupils, teachers use assessment information very well. They plan lessons and topics which meet the needs of all of the pupils including those with special educational needs, and almost all lessons contribute to good achievement. In Years 2 and 3 though, planning for learning is not always based on assessment information; it is less precise and as a result, progress is slower. Here for example, teachers miss opportunities to target work with small groups, holding general 'reading' sessions which are un-planned or spending time on 'finishing off'.

The curriculum

The school provides a **good** curriculum that helps pupils to achieve well. A **very good** range of additional activities enriches pupils' learning. The accommodation and resources for learning are **satisfactory**.

Main strengths and weaknesses

- Although the curriculum for children in the reception year is very good, the accommodation is unsatisfactory.
- The recent addition of a school hall has resulted in good improvements to pupils' education. Provision for pupils' personal, social and health education is very good.

- There are excellent opportunities for pupils to participate in additional activities as part of class lessons and outside the normal school day.
- Teachers increasingly plan lessons that enable pupils to make meaningful links between the subjects of the curriculum.

Commentary

- 21 The curriculum for the Foundation Stage is very good despite the cramped indoor accommodation. The teacher cleverly links the work with that of the Year 1 pupils in the same class. All of the areas of learning are fully covered and there is a very good balance of adult-led and child-initiated activity. Particularly good use is made of the outdoor area to add additional learning opportunities which are not possible inside due to lack of space.
- 22 The curriculum for pupils of all ages meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. All pupils, including those who are gifted and talented, get a good curriculum which prepares them well for the next stage of their education. Good provision for pupils with special educational needs usually enables them to achieve as well as other pupils in their classes. This sometimes involves providing additional support, working in conjunction with outside agencies and having regular contact with parents. Occasionally in one class however, the curriculum for a few pupils with behavioural difficulties is not planned well enough to motivate them to want to learn.
- 23 The new school hall is a significant improvement since the previous inspection. Staff appreciate having a hall for the first time but are disappointed, rightly, that poor acoustics minimise the impact of the improvement on teaching and learning (some small additional works will shortly rectify this). Nevertheless, for the first time, pupils can have regular gymnastics lessons, and performing visitors, such as dance groups, have become easier to organise.
- 24 The very good provision for pupils' personal, social and health education, including citizenship, results in very mature, well behaved, confident pupils with a significant thirst for learning by Year 6. The school has gained a Healthy Schools award, and sex education and drugs' awareness education are dealt with in a sensitive and effective way. The school's involvement in projects involving other schools, such as teaching a modern foreign language, the extensive programme for pupils to learn to swim, and special events, such as Europe Week, all contribute towards an interesting and balanced programme of work to encourage pupils to participate and succeed. The school is keen to meet the needs of gifted and talented pupils, and takes every opportunity to help them to build on their prior attainment, for example by attending summer schools.
- 25 Pupils say how much they enjoy attending the very extensive range of extra-curricular activities, and many pupils do so. Opportunities to take part in sporting activities are particularly extensive for such a small school. The school caters for the interests of all pupils, and they can attend for example choir, chess club, sewing club, gardening club, French club and 'pot luck' club.
- 26 The school is responding positively to national guidance about innovation in the curriculum. Staff often make worthwhile links between subjects when planning pupils' work. Pupils satisfactorily apply their information and communication skills to work in other subjects and teachers are very good at improving pupils' English and

mathematical skills through work in other subjects, such as science, geography and history. In Year 6, for example, pupils measure angles when investigating light in science, calculate distances when investigating travel in Europe in geography, and write with empathy about life in Victorian times in history.

Care, guidance and support

The school makes **very good** provision for ensuring pupils' care, welfare, health and safety. It provides **good** support and guidance and has **very good** measures in place to involve pupils in its work and development.

Main strengths and weaknesses

- The care and well-being of pupils are priorities and are underpinned by very good relationships between staff and pupils.
- The school has very good procedures to ensure that pupils settle into school well.
- Healthy lifestyles are promoted very well.
- Pupils know that their views matter and the school council provides a very effective way to involve pupils in the work of the school.
- Pupils are involved in the setting of targets for improving their work.

Commentary

- 27 The school has maintained the safe, caring environment found at the time of the last inspection and parents are confident that their children are looked after very well in school. The procedures to support pupils' welfare, including detailed risk assessments for visits out of school, are very effectively managed by the headteacher, governors and other members of staff. Very good relationships, which permeate the school, ensure that help is available to pupils when they need it and that they share any worries.
- 28 Arrangements for children who are due to join the reception class are particularly well organised and successful. For some time before they start school, children who attend the local playgroup are invited into school to use the facilities and to join reception children in the classroom. Parents appreciate the considerable efforts made by staff to ensure that children settle into school well and soon become used to the routines of school. Pupils in Year 6 feel that they have been well prepared for the transition to secondary school.
- 29 Healthy lifestyles are encouraged and the school has been awarded Healthy School status. Older pupils operate a very successful 'fruit bar' during morning break and drinking water is readily available. Exercise is encouraged and catering staff ensure that school meals are well balanced and healthy.
- 30 The school is very successful in ensuring that pupils are effectively involved in the life of the school. This is in part due to the ethos which the school creates in which pupils are confident to express their views and know that their opinions will be taken seriously. Older pupils are given extensive responsibilities in the day-to-day running of the school and the school council is very effective in following up suggestions of other pupils about whole school issues. Mostly the teachers know well what the pupils can do and know them well as young people and therefore are able to guide them in social as well as academic matters. Pupils are fully involved in the setting of their own targets and most are aware of what they need to do to improve their work.

Partnership with parents, other schools and the community

The school's partnership with parents is **very good**. Links with other schools and with the community are **very good**.

Main strengths and weaknesses

- Parents support the school very well, have very positive views about it and a great deal of confidence in the staff.

- A small minority of parents expressed some concerns about the behaviour of a few pupils.
- The school plays a very active part in village life and is well regarded by the local community.
- Very good liaison with other schools helps to broaden the curriculum and to ensure a smooth transition to secondary education.

Commentary

- 31 Parents are very supportive of the school and work very well with staff to support the education of their children. Parents have very positive views of the school and appreciate all that it provides. They have a high level of confidence in the staff which helps to ensure a true partnership between home and school. A small number of parents expressed concerns about the management of behaviour in Years 2 and 3. Inspectors found that there are inconsistencies in dealing with the unacceptable behaviour of a few pupils in this class and that strategies, though extensive, are not fully effective.
- 32 The school has very good relationships with parents and works very hard to ensure good communication. There are very good opportunities to discuss pupils' progress and to share any concerns both formally during consultation evenings and informally at the beginning and end of the school day when staff make themselves available to speak to parents and carers. Friends of Sutton School raise considerable funds and contribute very well to school resources.
- 33 The school is very much part of the local community and plays a very active part in village life. Pupils have recently produced a three-dimensional model of the village as part of the Parish Plan. Links with the local church are very strong and elderly members of the community are invited into school for 'Grandparents' Coffee Mornings'. The school's Summer Gala is supported very well by the community and this interaction with the community enhances the pupils learning as citizens. Parents and staff are very involved in establishing and maintaining links with local firms, some of whom provide sponsorship, including the provision of uniforms for the school choir.
- 34 Liaison with other primary schools and with the local secondary school is particularly strong. This ensures that the transition between stages of education is as smooth as possible and also allows pupils to collaborate in sporting activities and in other events which otherwise would not be possible for such a small school. The reciprocal visits between the school and the local playgroup make a significant contribution to pupils' personal development.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the school is **very good**. Governors make **a good** contribution to the school. Management is **good**.

Main strengths and weaknesses

- The headteacher is a very strong leader who, along with the senior teacher, demonstrates very good classroom practice.
- The school is highly committed to meeting the needs of all its pupils.
- There is very good leadership of the curriculum by the headteacher and the role of subject coordinators is developing.
- Governors are efficient in their work, support the school fully and ensure that resources are used to best advantage to improve the school.
- Performance management systems are fully in place and the headteacher is leading good actions well to bring about improvements.

Commentary

- 35 The headteacher has a very clear sense of direction and continuously seeks ways to improve the school. Despite a very heavy teaching commitment, she finds time to make good analysis of the strengths and weaknesses of the school and is therefore able to identify development areas which are entirely relevant. She leads on the major area of literacy and, over the last two years, the actions she has led have brought about significant improvements. She is very generous with her time and knows all of the pupils and their families very well indeed; all parents indicated that they appreciate the high quality of her leadership. She is very ably supported by the senior teacher whose classroom practice, like that of the headteacher, is very good. They both give a great deal of support and encouragement to the other staff.
- 36 The school's performance management systems meet all requirements and staff are given relevant targets but there are, nevertheless, weaknesses which have not improved enough. Despite training, some staff do not plan lessons which are sufficiently challenging and this is partially responsible for sessions which do not fully engage the pupils. This sometimes results in inappropriate behaviour. The headteacher has monitored the quality of teaching and learning but she is limited in her monitoring and support because of her teaching commitments.
- 37 The planning and assessment systems which the leaders have developed are aimed at helping all pupils to get the best from their time in school. The school is working on developing an even more interesting and engaging curriculum for the pupils as a priority so that they will be likely to get even more out of their education. Through personal commitment, the staff already ensure that the curriculum is significantly enriched and that the pupils enjoy a wide variety of learning opportunities. The school has ensured that the needs of pupils with special educational needs and those who are gifted or talented are met, though in one class there is a need for more specific behaviour targets.
- 38 The very good curriculum leadership offered by the headteacher provides a very good model for the other staff. The headteacher knows precisely how well pupils are achieving and the standards they are reaching in the subjects for which she is responsible and also has a good overview of mathematics. The coordinators of other subjects, whilst taking some responsibility for monitoring, do not yet have this clarity of vision and they are therefore less able to identify precise strategies for improvement.
- 39 The governors meet regularly and carry out their duties efficiently. They have been very helpful recently as the school has undergone extensive building work and are continuing in their support as problems with the new building are being rectified. The governors are knowledgeable about the work of the school and finances are managed prudently to support school improvement.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	270,518
Total expenditure	280,818
Expenditure per pupil	3,052

Balances (£)	
Balance from previous year	17,425
Balance carried forward to the next	7,125

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children join the school in the September before their fifth birthday. They are taught in a mixed age class with Year 1 pupils. The curriculum covers all areas of learning very well and is cleverly woven in with the Year 1 National Curriculum. Children in the reception class benefit from mixing with the older children and those who are capable work alongside them in some aspects of learning. All of them have access to very good quality learning activities, both indoors and outside. The quality of teaching is consistently very good in all areas of learning because the teacher knows the children well and understands the curriculum very well. Because of very good teaching, all children including those with special educational needs and those who are talented achieve very well. Boys and girls achieve equally well. By the end of the reception year, children reach very good standards in all areas of learning. Most children reach the early learning goals and some surpass them. The quality of provision has improved considerably since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults have high expectations of the children who achieve well.
- The children are encouraged to make the most of the opportunities which are provided and they achieve very well, very quickly learning to become responsible members of the school community.

Commentary

40 The adults teach very well and engage fully with children, talking to them as a group and as individuals. They show great patience in helping children to undertake tasks and it is very clear that the children trust them completely and are confident in school. Rarely do adults give direct answers to children's questions, instead suggesting ways in which children might find out for themselves. This helps the children to learn well and become self-reliant.

41 Through large and small group work, the children learn to understand and even anticipate the needs of other – one boy saying 'I think he would like it first', when offered a toy. This very good level of social maturity is encouraged constantly.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are expected to talk about all of their activities to adults and to each other.
- Very good, focused teaching supports children in developing accurate reading and writing skills and they use and practice these well on a daily basis.

Commentary

- 42 Throughout the school day the children undertake an interesting range of activities both in the classroom and outside. They are always engaged and they learn very well reaching levels which are higher than those usually seen. Wherever they are working, there is usually an adult on hand to discuss with them what they are doing and to get them to talk about their discoveries. This was seen to very good effect when the children were encouraged to go in pairs into the blacked-out playhouse and to talk about how it was different and what they could and could not see as a part of the class work on light. Their speaking skills are above expected standards.
- 43 The teacher plans regular opportunities to teach children the skills of reading and writing and reinforces their learning regularly in incidental ways during the school day, for example reminding children about actions associated with letters as they articulate some sounds. They are helped to write and are taught correct letter formation when they are ready to use it. Some of the children have already surpassed the Early Learning Goals in writing.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Children experience a very good range of practical activities both indoors and outside which support their developing mathematical skills.
- Information and communication technology is used very well to support learning.

Commentary

- 44 Teaching is very good, and children achieve very well. The classroom equipment gives children many opportunities to play with and learn about shapes, weights and measures. Outside, the children have hopscotch and other number games which re-enforce their recognition of numbers. They regularly play in sand, water and with other materials and are supported very well in learning about capacity, using measures such as full and empty and bigger and smaller.
- 45 The classroom is well supplied with computers which are used very well to support children in learning mathematics. Mathematical games encourage the recognition of numerals and give practice in counting. Almost all of the children are likely to reach the early learning goals in mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good use is made of the local area, including the school grounds, to develop children's knowledge of the world around them.
- The staff give children a good range of resources and opportunities for construction, technology and exploration to develop their knowledge of the world around them.

- There is particularly good provision for ICT.

Commentary

- 46 Adult make very good use of the environment and they teach very well. Children engage very well in learning and they develop knowledge and understanding which is better than expected for their age. The school grounds and the local community are used regularly for the children to experience the world around them. They describe various parts of the village very well and even in one case, comment giving reasons as to why this village is a good place to live. They make very good observations of the changes in the natural world as the year progresses and are regular weather watchers. Even the cows in the adjacent field are observed.
- 47 Although space is limited, staff ensure that the children have lots of opportunities to construct and build and to test, for example, what happens when cars move down steeper and steeper slopes and they develop very good knowledge of technology. They study their own family histories, gaining a sense of the passage of time. In addition to the computers already in the classroom, the staff also make use of a number of laptops computers and the children show remarkable dexterity in using the touch pad to move a cursor. They use technology regularly and very well.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- The many opportunities staff provide for the children to develop their fine control skills helps them with many tasks including writing.
- Children have physical education lessons with the Year 1 pupils and because the lessons are well constructed they make significant gains.

Commentary

- 48 Teaching is very good. Children are encouraged to develop dexterity and hand-eye coordination through a very good range of practical tasks. They learn very well and achieve skills which are better than expected for their age. They are given opportunities to paint and draw, to make models and to build using construction kits. They learn to use scissors with accuracy and, when they are ready, they are given help to begin to write. The children are shown how to hold pencils correctly and there are very few who do not do so. They have many opportunities to develop good body control through outdoor play activities; balancing, jumping, bike riding and 'scattering'. In well-planned physical education lessons with the Year 1 pupils, many of the children show good levels of coordination, for example when skipping.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Throughout the day a good range of materials and resources helps children express their ideas creatively through painting drawing and model making.
- Children use language creatively through role-play and in question-and-answer sessions.

Commentary

- 49 Children achieve very well and make very good independent choices when working. They paint, draw, make collages and models and, though they are provided with materials, they often choose their own and therefore create the images which they want to make. They can access tuned and untuned musical instruments when they wish as these are always available in the outdoor area and they experiment, making sounds with the wind chimes. Children are always asked to describe their work and state what their intentions were. Many, for example, paint self-images and show a good level of skill.
- 50 The children are taught very well and learn very well from the activities which the teacher provides. In the role-play 'rain forest' children work at their ideas, sometimes taking work into this area to complete it in this peaceful enclave. In the outdoor area, children have other play opportunities where they can make up or retell stories and invent games for themselves. These areas are used to good effect regularly and staff are able to assess children's development well when they are working independently.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils in Years 1 and 6 achieve very well owing to very good teaching and learning.
- Pupils' progress slows in Years 2 and 3 because of weaknesses in teaching and learning.
- Some staff do not always make fullest use of assessment information as a means of raising the standard of pupils' work.
- Good co-ordination of provision often leads to improvements in pupils' achievement.
- Pupils' speaking and listening skills are very good across the school.
- Handwriting and presentation are relatively weaker areas of pupils' work.

Commentary

- 51 Achievement is very good in Year 1, satisfactory in Years 2 and 3, good in Years 4 and 5 and very good in Year 6. Overall, this results in standards that are above the national average by Year 2 and well above the national average by Year 6. They achieve these standards in reading, writing and speaking. There are variations in achievement between classes and this is linked to the quality of teaching.
- 52 As a result of regular opportunities to practise speaking in a variety of situations, and teachers' promotion of new vocabulary across the subjects, by Year 6, pupils are very articulate and mature speakers, with an excellent knowledge and understanding of grammatical terms and words associated with books. Pupils in Years 1 and 6 present their work carefully, neatly and in many different styles. This is not always the case in other classes, however, where teachers do not set high enough

standards. Even pupils in Year 6, do not reach the same very high standard in handwriting as they do in all other aspects of their writing.

- 53 Teaching and learning are at least good in the majority of school and satisfactory in Years 2 and 3. Pupils in Year 1 benefit from very good teaching in the basic skills of reading and writing which helps them to build very well on the very good start that they had in their reception year. The Year 1 teacher knows how to get the very best from the pupils by using a good balance of formal teaching and opportunities to apply their learning to work in other subjects. Pupils start Year 2 work with above average skills, but they do not benefit fully from the very good start to their education, and their progress slows in Years 2 and 3. This happens when teaching is not rigorously planned, and when teachers' difficulties with managing the behaviour of a few pupils prevent the class from learning as well as they should.
- 54 In the small Year 6 class, pupils do very well, and they make a rapid leap in their learning. The headteacher shares responsibility for this class with a part-time teacher and, together, they make a significant impact on pupils' achievement. Lessons are very interesting and challenge pupils' thinking, so that pupils are keen to work and are very mature learners. This explains why the Year 6 national test results in 2004 were well above the national average and well above results for schools in similar circumstances. The pupils had made very good progress since they were tested at the end of Year 2.
- 55 Pupils in the school with special educational needs usually benefit from good support that enables them to achieve well. There is further work to be done in the Years 2 and 3, however, in order to ensure that pupils with behavioural difficulties make proper progress as a result of implementing tightly planned individual education plans in a consistent way. Where teaching is good or better, the most able pupils are suitably challenged and achieve very well.
- 56 Leadership and management of English are very good and there has been good progress since the last inspection. The school attaches a lot of importance to raising standards in English, and the co-ordinator has a clear view of what needs to improve. Improving pupils' writing was a school development priority last year, when national test results at the end of Year 2 were below results for pupils in schools in similar circumstances. Year 2 results this year are expected to improve and, by Year 6, pupils' writing is of a very high standard. This is evidenced, for example, in their writing about the Shakespeare plays they have been studying. Similarly, the school is currently focusing on improving pupils' speaking and listening skills.
- 57 The co-ordinator, rightly, wants to continue improving arrangements for tracking pupils' progress over time. Teachers already have good assessment information about individual pupils, and there are some examples of setting pupils worthwhile targets for their improvement. Pupils rarely know enough about their targets, however, and not all teachers take enough account of them when planning work. This means that there are times when pupils do not make the amount of progress they could if they had work matched more closely to what they already know, understand and can do. Nevertheless, improvement since the previous inspection in English is good, and the trend of improvement in Year 6 national test results since 2000 is considerably greater than the national picture.

Language and literacy across the curriculum

- 58 The school promotes the use of all aspects of English when pupils are studying other subjects. Provision is good. Pupils often have opportunities to practise speaking, listening, reading and writing skills as part of work in other subjects. This is particularly successful in Year 6, where teachers' creative and innovative planning raises achievement across several subjects all at the same time. This is seen for example when pupils use their very good reading skills to gather information about other areas of the world.

French

Only a part of one French lesson was seen in addition to a short extract from a performance by the French Club. The pupils clearly enjoy their lessons and take the study of French seriously. The Year 6 pupils reach a good standard, holding short discussions using familiar phrases with confidence. They have learnt to use numbers, express dates and date of the week and to exchange greetings. Most importantly, they are confident and do not appear to be self-conscious when speaking in French.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are well above average at the end of Year 6.
- Pupils are very well taught in Year 1 and achieve very well.
- There are very good opportunities for mathematics across the curriculum particularly in Year 6.
- There is a very high level of computation skills at the end of Year 6.
- Progress slows in Years 2 and 3.
- Although satisfactory, the role of the subject leader needs further development in identifying the quality of teaching, learning and standards to identify strengths and areas for development.

Commentary

- 59 Test results and work seen during the inspection indicate that standards at the end of Year 2 are close to the national average. Pupils enter Year 1 with above average standards and make good progress. However the rate of progress slows in Year 2. Overall this represents achievement which is in line with national expectations. Progress is much better in Key Stage 2. By the end of Year 6, standards are well above national expectations. Progress quickens throughout Years 3 to 6 and pupils achieve well.
- 60 The quality of teaching is good overall and pupils learn well. Most children have positive attitudes to learning. Lessons always begin brightly and lesson introductions are linked to the main task. Teaching is best when the pace is quick and pupils are constantly challenged. In Year 6, pupils are keen to use different strategies to solve computation problems at great speed. This is based on the good subject knowledge of the teacher and questioning linked closely to pupils' abilities. In Year 4 and 5, written number problems feature class pupils and reflect their interests. This helps to motivate learners.

- 61 Learning is less effective in Years 2 and 3 when the tasks are insufficiently challenging and all pupils within the year group do the same thing. Here, work is not matched to ability and so pupils lose interest and progress slows. In addition, assessment and marking vary in quality in some year groups. Targets are clearly seen in books but pupils are not always aware of them in discussion.
- 62 Leadership and management of the subject are satisfactory. The subject leader takes opportunities to monitor progression and provision informally and some good use is made of data to inform priorities. For example the school has concentrated on mental mathematics this year having identified it as an area for development. The impact of this was observed in lessons with teachers using a variety of methods to help pupils calculate quickly and accurately. However, a systematic approach to monitoring standards in order to plan future priorities is not yet in place.
- 63 Progress since the last inspection has been good because the school is achieving high standards at the end of Year 6 and opportunities to develop mathematics across the curriculum have improved.

Mathematics across the curriculum

- 64 The school promotes the use of mathematics in other subjects and the provision is good overall but very good in Year 6. Scrutiny of pupils' topic work shows many opportunities not only for number work but also presentation of data in various forms. For example, pupils' understanding of co-ordinates is strengthened by interesting challenges linked to the Christmas topic. Year 6 pupils use mathematical skills in geography to 'round up' the length of rivers.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- In Years 3 to 6, comprehensive and detailed coverage of science gives pupils a very good knowledge base.
- The teaching of health, including sex education, is excellent.
- The subject is coordinated well and there are sufficient investigations and experiment in all classes.
- Opportunities for pupils to develop their understanding through independent recording of their findings are missed.

Commentary

- 65 Pupils throughout the school achieve well. Standards in Year 6 national tests in 2004 indicated average standards when compared with schools in similar circumstances. There has been a good focus on the development of science, and the level of knowledge of the current Year 6 pupils indicates that standards in national tests are likely to improve this year. Standards in class work are well above average in Year 6. They have detailed knowledge and good understanding of all aspects of the science curriculum and, when posed with problems, employ their existing knowledge well to find possible solutions. For example, they were able to work out the direction of rotation of the earth based on knowledge of sunrise. They have particularly good

knowledge of plants, animals and the environment and Year 5 pupils have a very good knowledge of the importance of habitats. Their knowledge builds well due to a well-structured curriculum.

- 66 The quality of teaching is good overall and very good in Year 6. The teaching of science focuses well on investigations and real life applications. This is meaningful to the pupils and they learn well and sometimes very well. Health education permeates school life and there are regular opportunities in science to develop this. Pupils have a very good knowledge of healthy eating and this is reinforced daily as the older pupils run and manage the school Fruit Bar as an enterprise activity. One Year 6 sex education lesson was observed and the quality of teaching was excellent. The teacher spent time setting a context which demanded both respect and maturity. The pupils responded very well, showed genuine interest in the subject and were able to evaluate their own learning sensibly at the end of the lesson. It is clear that the pupils make excellent progress.
- 67 The subject is well led and managed. The co-ordinator has made sure that in all classes there are opportunities for the pupils to undertake a range of suitable experiments and investigations and by Year 3, pupils know well that variables have to be managed when conducting an experiment. In most cases, very good dialogue with adults encourages pupils to review their findings and consider possible conclusions. This practical approach to the subject helps to ensure that pupils with special educational needs and the most able are supported and challenged to make good progress.
- 68 Pupils' workbooks are a good record of the work covered. However, the work in these books, whilst written independently, is produced in the same format for each pupil. This is a missed opportunity. The older pupils have learnt to represent their findings in prose, charts, graphs, flow diagrams, annotated sketches and bullet points but they rarely choose for themselves which format would be the most appropriate and effective. Teachers therefore miss this opportunity to assess the depth of understanding of the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils use computers confidently because of the regular opportunities offered within lessons to develop ICT skills.
- Pupils are skilled in using word processing and publishing software by the end of Year 6.
- Pupils are less knowledgeable about multi-media presentations and control software.
- The subject leader supports colleagues well, but as yet systems to monitor standards and coverage are insufficiently developed.

Commentary

- 69 All pupils achieve satisfactorily and reach satisfactory standards throughout the school. They have a lot of experience of using computers making a good start in Year 1, building on the confidence they gained in the Reception class. All of the pupils learn to word process and in this area they achieve well, learning for example, to change the presentation of their work to create particular effects. Year 6 pupils have produced excellent presentations based on the works of Shakespeare, which illustrate a variety of publishing skills. Inspection evidence shows how these word processing skills are developed in all year groups.
- 70 No ICT lessons were seen but the teachers actively supported pupils in using computers in other lessons. In these situations, the teachers had good knowledge of the programs being used and were able to guide and support the pupils well. They organise well for lessons using ICT and the pupils know and understand the routines of turn taking. They get regular opportunities to use computers and this helps them to consolidate their skills. In some classes though, all pupils undertake the same tasks even though they clearly have different skill levels.
- 71 The co-ordinator leads well and the subject is improving, both in terms of curriculum content and the achievements of pupils. This is clear from a scrutiny of pupils' work. The school is committed to continuous improvement of ICT and has recently invested in a mobile computer suite (laptops) and is currently in the process of purchasing interactive whiteboards for Years 5 and 6. The co-ordinator is developing collections of pupils' work for teachers to refer to so that they will be better able to assess standards. The co-ordinator works enthusiastically to support colleagues and they appreciate this.
- 72 The curriculum is not well balanced though there are clear plans to improve it. The main emphasis of the ICT curriculum is on word processing. Year 6 pupils have limited knowledge of other software, although they do recall using multi media presentations. They do not describe using e-mail, though the school has plans to develop this in its work on global awareness.
- 73 The school has continued to develop its provision since the previous inspection and this represents satisfactory improvement.

Information and communication technology across the curriculum

- 74 Information and communication technology is used satisfactorily to support a range of subjects. Pupils use the Internet to access information in art and design, geography, history. Word processing is used to present ideas in a number of subjects. There is limited evidence of the use of control technology.

HUMANITIES

There was too little evidence to make overall judgements in **geography** or **history**. Only two lessons were seen in geography and no lessons were seen in history. Teachers' planning and pupils' previous work were looked at, and a discussion was held with Year 6 pupils.

In both geography and history, pupils in Year 6 demonstrate standards that are above national expectations when talking about their work, particularly in their ability to explain

their thinking. They achieve well, recording their ideas in a wide variety of ways, such as writing with empathy, producing graphs and making diagrams. Teachers are increasingly skilled at planning work to interest and motivate pupils to want to find out about the world in which they live. The forthcoming planned visit to Robin Hood's Bay for all the school, for example, provided a very good starting point for pupils in Years 2 to 5 to practise using geographical resources as an integral part of their work.

In geography, Year 6 pupils use the terminology of the subject well and with understanding, when recalling their recent work on river systems. They know how to use maps and atlases to help them with their studies, and demonstrate a good knowledge of countries, continents and geographical features around the world. They are good at applying mathematics skills to work in geography, for example when they compare and record the length of the major rivers of the world, and when they use co-ordinates to provide grid references.

The two lessons seen in geography were satisfactory, reflecting the satisfactory standard of pupils' work in their books. Much of pupils' work in both geography and history is completed using photocopied worksheets that do not always challenge pupils' thinking sufficiently. Additionally, pupils are not always careful enough about the presentation of their work, and worksheets do little to encourage better attitudes. Nevertheless, Year 6 pupils demonstrated a considerable knowledge of recent work on Ancient Greece in history, and a growing sense of chronology in relation to other periods of history studied at school. They described a previous class debate, in which they were asked to consider the comparative degree of democracy achieved in two ancient cities. They demonstrated a very mature attitude towards the challenging work that their teacher plans for them. Pupils have a good knowledge of how to find evidence about the past from various sources, including using the Internet.

The improvement plan for these two subjects states clearly what staff want to do in order to improve provision, but it does not make clear how they will check on improvement.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils in Years 1 and 6 achieve well as a result of good teaching.
- Teaching in Years 2 and 3 lacks challenge and pupils sometimes underachieve.
- Some aspects of work in religious education make a very good contribution to pupils' personal development.
- Pupils have few opportunities to find out about religions, other than Christianity, from direct experience.

Commentary

75 Although pupils' achievement is satisfactory, overall, it is good in Years 1 and 6. Pupils' work is in line with the expectations of the North Yorkshire Agreed Syllabus by Year 2 and above expectations by Year 6. Pupils in Year 1 do well, as seen in their lesson when they learned about Guru Nanak and discussed good quality artefacts from the Sikh religion. The teacher's very good questioning challenged pupils' thinking, so that they were able to compare pictures, stories and artefacts to their own experiences. Similarly, pupils in Year 6 achieved very well in their lesson

when they discussed a recent visit to the local church. Pupils categorised physical features of the church building, furniture and religious artefacts as textiles, metalwork, needlework or woodwork and discussed whether such works indicated an element of devotion. Pupils' ability to recall and describe accurately what they had seen was very good. The very good teaching and learning in Year 6, along with pupils' very mature attitudes, are the reasons why pupils' work is above average by the time they leave the school.

- 76 Teaching and learning, although satisfactory overall throughout the school, are variable in quality. Not all of pupils' previous work is of the same high standard seen in lessons in Years 1 and 6. In an unsatisfactory lesson in Years 2 and 3, for example, pupils underachieved because of weak classroom management and because the work did not provide enough challenge for pupils. On occasions in other years too, pupils spend time colouring and filling in worksheets unnecessarily. This means that pupils are sometimes capable and willing to achieve more, especially when taking account of their very good attitudes and behaviour.
- 77 Leadership and management of the subject are satisfactory and improvement since the previous inspection is satisfactory. The co-ordinator undertakes some monitoring of teachers' planning and pupils' work, but does not yet have a clearly articulated view of the strengths and weaknesses in teaching, learning and the standard of pupils' work. The school development plan indicates that the school intends to provide more staff training and monitoring of teaching in the near future, and the co-ordinator wants pupils to have more opportunities for first hand experiences of people and places associated with religions other than Christianity. The school has a growing collection of good quality resources, however, and during the inspection, they were used very well to focus pupils' thinking and to raise their achievement.
- 78 Teachers often plan work that makes a very good contribution to pupils' personal development, at the same time as meeting the requirements of the locally agreed syllabus. The current work in Year 6, for example, is part of a plan for pupils leaving the school to express their spirituality by leaving their work as a legacy to the school, in the same way that craftspeople of the past have done in the church. They have started to design stained glass windows and kneelers to be made later by local craftspeople. Pupils explained that people express their faith in many different ways, for example singing, dancing, craftwork, painting and music.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

No lessons were seen and therefore it is not possible to judge the overall quality of provision. However, scrutiny of pupils' work indicates that some pupils achieve standards which are above those expected nationally. Along with planning, the range of pupils' work indicates that they have a comprehensive art and design curriculum.

Pupils achieve well. They discuss the life of artists knowledgeably, linking the phases of life and geographical location with the type of art produced. There are examples of observational drawings of a high standard using chalks and charcoal to show the contrast of light and dark. The teachers link art to other subjects well for example some art work is clearly linked to the study of Victorian history with sketches of miners' lamps and chimney sweeps. Also as part of the work on Victorians, pupils have studied the art and design of William Morris and have produced some very good samples in the style of Morris. Pupils

have also studied African prints, producing their own versions and drawings of a good standard. They have made good drawings of African instruments as part of their work linked to geography and global awareness. These examples indicate the very good cross-curricular links which already exist in much of the work.

Design and technology

No lessons were seen and therefore it is not possible to judge the overall quality of provision. Some examples of work were seen which were of the standard expected. Written work by the pupils indicates that they plan their projects well, producing effective work plans, selecting and sourcing materials and evaluating both the process and the finished product. From discussion it is clear that the pupils have a good grasp of effective design processes.

Music

Due to Inspection priorities and school timetables no lessons were seen. However, discussion with pupils and staff and school documentation suggest that the school provides a good curriculum. In the elements seen, standards were about average. It is not possible to judge improvement as no overall judgements were made at the last inspection.

Year 6 pupils describe studying the blues and had composed well for a story they had written. They describe clearly listening to African music as part of their work in religious education and they have good recall of the features of the music. They are enthusiastic about music and are very interested in music from South America to be performed as part of a forthcoming project.

Pupils sing well with a sense of enjoyment in collective worship. Often they accompany this with actions. Discussion with staff from the secondary school suggests instrumentalists are of a high standard and the school takes a significant role in concerts organised by the local group of schools. There is a substantial orchestra and choir with an even mix of boys and girls.

Currently staff take a shared approach to the leadership and management of music. Staff meet together to plan provision. This is effective.

Physical Education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils reach high standards in swimming and above average standards in games and dance.
- The staff offer an excellent range of sports activities during lessons and as after school clubs.
- The provision for gymnastics and dance has been restricted until this term by the lack of a school hall but nevertheless, pupils are reaching a satisfactory standard.
- The coordinator leads the subject very well.

Commentary

- 79 Pupils achieve very well in swimming. All pupils have ten weeks of swimming lessons every year in Years 3 to 6 and because of this high level of provision, most of them can swim well in excess of 25 metres and many reach good standards in distance swimming and life saving. Almost all of the pupils appear to enjoy swimming.
- 80 The quality of teaching is very good in Years 4 to 6. Through clubs and lessons the pupils are offered a very good range of well-planned sporting activities. There are teams for netball, football and rounders and these children play in the local small schools league. Staff give very generously of their time at the weekends to support this. The physical education coordinator works hard to encourage all pupils to take part in sport and has offered sessions in cricket, American football, athletics, ultimate Frisbee and tag rugby to get pupils interested and active. The headteacher encourages distance running and cross-country and as a result of all these activities, most pupils are very keen to participate.
- 81 The school has identified a relative weakness in gymnastics and dance. Until this term there was no school hall and therefore opportunities were restricted. However, the co-ordinator has undertaken training to become a qualified gymnastics coach and he is now able to develop this area of physical education very well. Standards are already as expected nationally.
- 82 The subject is well led and managed. At least two members of staff are very skilled in teaching physical education and they offer most of the lessons and the clubs. This is a good use of human resources.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

One lesson was seen as part of science teaching in Year 6 and this lesson was excellent. From discussion with the pupils throughout the school and especially those in Year 6, it is clear that they develop very well in the area of social education. The older pupils are mature and sensible, take on a lot of responsibility for others and take a pride in the school community. All of the pupils benefit from the school focus on healthy lifestyles. There are regular planned opportunities for lessons throughout the school and therefore provision is likely to be very good.

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