

INSPECTION REPORT

**TOCKWITH CHURCH OF ENGLAND VOLUNTARY
CONTROLLED PRIMARY SCHOOL**

Tockwith, York

LEA area: North Yorkshire

Unique reference number: 121595

Headteacher: Mrs M Lumley

Lead inspector: Mrs J Morley

Dates of inspection: 18th - 20th April 2005

Inspection number: 268134

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:	199
School address:	Southfield Lane Tockwith York North Yorkshire
Postcode:	YO26 7RP
Telephone number:	(01423) 358 375
Fax number:	(01423) 359 464
Appropriate authority:	The governing body
Name of chair of governors:	Mr N Waller
Date of previous inspection:	8 th - 12 th March 1999

CHARACTERISTICS OF THE SCHOOL

- The school caters for pupils aged 4 to 11. Currently there are 199 on roll: 112 boys and 87 girls.
- It serves Tockwith, a village to the west of York.
- Almost all pupils are white British, and none is at an early stage of acquiring English as an additional language.
- Pupil mobility is broadly average: in the last school year, 12 pupils left and eight joined other than at the usual time of doing so.
- The school has no refugees, asylum seekers or pupils in public care. A very small minority are designated as travellers, but they attend the school on a permanent basis.
- At eight per cent, the proportion of pupils with special educational needs is well below the national average. However, eight pupils have more significant needs. Of these, seven have statements of educational need: this is twice the national average. The difficulties/disabilities of pupils with more significant needs relate to autism and speech and communication problems, or to moderate, severe or profound learning difficulties.
- The proportion of pupils eligible for free school meals is well below the national average.
- Attainment on entry to the school is broadly average.
- The school holds the following awards:
 - Investors in People (2002)
 - Healthy Schools (2004)
 - SEN Excellence Award from LEA (2004)
- It is involved in a Talk Project.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25470	J Morley	Lead inspector	English Art and design Design and technology Personal, social and health education and citizenship
9333	K Schofield	Lay inspector	
22881	G Halliday	Team inspector	Mathematics Information and communication technology Geography History Special educational needs
25623	T Cox	Team inspector	Science Music Physical education Religious education The Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school. It has a strong and tangible Christian ethos, which shines through in pupils' behaviour, approach to work and care for each other. Pupils achieve very well personally and transfer to secondary school as courteous, mature young people with a love of learning. They achieve equally well academically and attain standards that, overall, are well above those expected of pupils aged 11. All adults are very good role models and the work of teaching and support staff is a strength of the school. The headteacher leads by example and has the respect of all who work with her. This is a school continually seeking improvement. It provides very good value for money.

The school's main strengths and weaknesses are:

- Pupils attain standards that are well above average overall.
- The headteacher leads outstandingly well: with crystal-clear vision and quiet assurance.
- Teaching is almost always good, and is frequently very good or excellent.
- The work of support staff is very good and their individual skills are used particularly well.
- Pupils' behaviour and attitudes to work are very good.
- Provision for pupils' personal development is very good, and that for the social element is excellent.
- Pupils get on together very well, and show genuine care for each other.
- Support for pupils with special educational needs is very good.
- Links with parents, other schools and the wider community are very good.

The school was last inspected in March 1999 when it was charged with providing more regular opportunities for subject leaders to monitor the quality of teaching and learning in their subject. This has been addressed well. In addition, the school has successfully maintained the high quality of many elements of provision. It has improved standards in science and in information and communication technology (ICT). The proportion of teaching that is very good or better has doubled to just short of 50 per cent. Indeed, there is no aspect of provision that is weaker now than at the last inspection. Overall, therefore, improvement has been very good.

STANDARDS ACHIEVED

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

Achievement is very good for pupils of all backgrounds and capabilities. Pupils join the Reception class with skills and aptitudes that match those expected nationally, and through their Reception year, achieve very well in all six areas of learning. By the time they transfer to Year 1, almost all attain the goals expected nationally; a significant minority exceed them. In the 2004 tests, Year 2 pupils attained above-average standards in reading and writing, and well-above-average standards in mathematics. This represents good progress overall; it is particularly rapid in Year 2. Currently reading, writing and mathematics standards are all above those expected. The slight change in mathematics is purely the difference in make-up between one cohort and another. Building on this in the years that follow, pupils achieve equally well. They transfer to secondary school with literacy,

science and ICT skills that are well above the national average, and mathematical skills that are above average. Standards in religious education, music and physical education are also above expectations. Not enough evidence was gathered to make secure judgements on standards and achievement in other subjects.

Pupils behave very well and have equally good attitudes to work. Relationships between pupils and adults are very good and this is reflected in the care that pupils show for each other. Co-operation between pupils is impressive, both within and between year groups. **Provision for pupils' moral, spiritual and cultural development is very good. Provision for their social development is excellent.** Attendance and punctuality are both very good.

QUALITY OF EDUCATION

The quality of education is very good. The quality of teaching is very good. The teachers are skilled professionals and the school makes full use of their particular expertise, in music, for example. In addition, they have established a strong working partnership with their pupils and the work ethic in all classes is impressive, and delightful to watch in action. All engage pupils well but, in the very best lessons, teachers are outstanding motivators. The quality of support provided by classroom assistants is very good and makes a particularly valuable contribution to overall provision. The school has good assessment systems, aimed at ensuring that each pupil achieves their potential, and staff are fully aware of the impact of their teaching on the progress of pupils in their class. The curriculum is under continual review as staff seek to improve it further. Recent changes to the Foundation Stage curriculum have been most effective, and in Years 1 to 6 the current initiative to forge stronger links between subjects is also proving successful. The school's partnerships with parents, other schools and the community are very good and the care offered to pupils is good. In particular, the school is benefiting significantly from a year-long exchange with an Australian teacher.

LEADERSHIP AND MANAGEMENT

The school is very well led and managed. The leadership of the headteacher is exemplary: she continually strives to improve the quality of education on offer and to build a school around teamwork and a strong Christian ethos. Key staff support her very ably. In particular, leadership of the Foundation Stage and provision for pupils with special educational needs is very good. Governance is also very good: governors' understanding of the strengths of the school is wholly accurate and they contribute to governance according to their individual expertise. They fulfil all of their statutory duties.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think very well of the school and their views are fully justified. Pupils find school interesting and enjoyable; they are keen to attend and they reward their teachers by working hard for them.

IMPROVEMENTS NEEDED

There are no key issues for the school to address although, in order to fine-tune its current very good practice, it might consider a further reduction in the use of worksheets and a review of the level of challenge set for particularly able pupils in some lessons.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

By the end of Year 6, standards are well above expectations overall. Pupils achieve very well.

Main strengths and weaknesses

- Standards in English, science and ICT are well above expectations by the end of Year 6.
- Standards in reading, writing, mathematics, science and ICT are above expectations by the end of Year 2.
- Pupils' work ethic is so good that they make a major contribution to their own achievement.
- Pupils with special educational needs achieve very well because of the quality of support they receive.

Commentary

1. Children join the Reception class with skills and aptitudes that meet those expected nationally. They achieve very well across all areas of learning with the result that, by the time they transfer to Year 1, almost all attain the early learning goals in all six areas and a significant proportion exceed them. This success is due to high quality teaching in wonderfully stimulating indoor and outdoor environments.
2. Through Years 1 to 6, achievement is at least good for all pupils, and frequently very good. By the end of Year 2, inspectors judge that pupils achieve above-average standards in reading, writing, mathematics, science and ICT. By the end of Year 6, standards in English, science and ICT are currently well above those expected of 11-year-olds, and mathematics standards are above average. This slight variation between subjects is fully accounted for by the nature of this particular cohort.
3. When they were in Year 2 (2001) the current Year 6 pupils attained average standards in reading and mathematics and standards in writing that were well below average. In both English and mathematics, therefore, their progress has been very good. This continues the success reflected in the latest available test results, when progress through Years 2 to 6 was well above that for similar schools nationally. Hence, while the published trend in test results for 2001-2004 inclusive is below the national trend in both Year 2 and Year 6, this should be interpreted with caution because the school is successfully maintaining its well-above-average standards. Indeed, as is evident from both tables below, the 2004 results were an improvement on those of 2003 in all three elements in Year 2 and in all three elements in Year 6. In Year 2 they represent standards that, in comparison with all schools, are above average in reading and writing, and well above average in mathematics. In Year 6 they represent standards that are well above average in English, and mathematics and science when compared with all schools. Standards remain equally high in English, mathematics when compared with similar schools, while those in science are average.

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

Standards in:	School results	National results
reading	16.4 (15.9)	15.8 (15.7)
writing	15.6 (13.8)	14.6 (14.6)
mathematics	17.9 (16.9)	16.2 (16.3)

There were 25 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	29.8 (28.1)	26.9 (26.8)
mathematics	30.0 (27.6)	27.0 (26.8)
science	30.3 (29.3)	28.6 (28.6)

There were 24 pupils in the year group. Figures in brackets are for the previous year.

4. There are several reasons why pupils achieve as well as they do. Firstly, their teachers have such high expectations of them, both personally and academically. Secondly, teachers and support staff are wonderful motivators and, led by the headteacher, have successfully established an impressive work ethic amongst pupils. This means that adults and pupils work in full harmony and pupils make a very valuable contribution to their own achievement. Thirdly, pupils with special educational needs are skilfully supported. Fourthly, assessment information is used promptly and intelligently to address any sign of underachievement. The school successfully monitors the separate achievement of boys and girls.
5. This is an inclusive school. All pupils are valued and their academic and personal achievement is carefully tracked. The support on offer to the least able is very good. The proportion of pupils with statements of special educational needs is twice the national average and these pupils' needs are thoughtfully met by staff and by other pupils. For example, the quality of one-to-one support is consistently very good. In addition, all of the older pupils in the school learn sign language so that they can communicate effectively with those pupils in school whose special needs would prevent them from doing so. This is a joy to watch.

Pupils' attitudes, values and other personal qualities

The attendance rate at the school in the 2003 to 2004 academic year was well above the national median. Pupils' attitudes, values and other personal qualities are very good. Behaviour is very good. Pupils' spiritual, moral, cultural and development is very good. Their social development is excellent.

Main strengths and weaknesses

- There are strong cultural links with Australia and Zambia.
- Pupils' care and consideration for each other shine through on a daily basis.
- Pupils' very good attitudes mean that they contribute strongly to their own learning.

Commentary

6. Pupils' social maturity is outstanding and this is a significant strength of the school. This quality is closely linked to their spiritual, moral and cultural development, which is very good. Socially, they readily emulate the commendable role models of their teachers, teaching assistants and other adults in school. At all times, the polite and considerate manner of pupils is evident. They are eager to help visitors. For example, older pupils often escort visitors around the school, providing polite and articulate information as they go. Pupils have many opportunities to learn about other cultures. Currently, for example, they are learning much about Australian culture from the teacher on exchange, and (following a visit by their headteacher) they also have strong links with a Zambian village, having provided much-needed pens and money for the school there. The foundations for pupils' spiritual and moral development are very firmly laid in collective worship, and all staff mirror these on a day-to-day basis. Hence, both are wholly embedded in the ethos of the school.
7. In class, pupils enjoy very good relationships with everyone and are considerate towards each other. The level of social care that they show for their classmates with physical impairment or learning difficulties is extraordinarily good. In some lessons seen, pupils worked together in

teams to help each other. Regardless of their differing ability or physical impairment, they all co-operated to extend their academic achievement constructively. The considerate, social aspect of the pupils' teamwork comes naturally to them as part of the school ethos. Team spirit is engendered by teaching staff and also owes some of its development to the activities of the School Council, where the views of pupils are carefully taken into account.

8. As pupils progress through the school, they are given growing responsibility. This was particularly evident in the playground where older pupils take on the role of 'Playground Friends'. The friends are easily identifiable in their bright-yellow caps. They can be seen helping other pupils who appear to be concerned or those who visit the 'Friendship Stop' to find solace or a playmate. Some older pupils act as 'buddies' and are especially good at helping younger members of the school community by reading together and helping them to change their clothes for physical education lessons. The 'buddy' system works well on other occasions. For example, during the pantomime visit last December, buddies accompanied their Reception Year pals and helped to comfort them during the scary moments of the performance. Older pupils are instrumental in keeping their environment safe as they 'fill in' the rabbit holes that appear regularly on the school field.
9. Pupils' individual performance is directly related to their very good attitudes and their relationships with adults. They are eager to learn, and concentrate diligently during whole-class teaching and group work. When given individual tasks, they work enthusiastically and focus on what they have to do. Led by the high expectations of teachers, pupils sustain concentration and persevere with tasks even when they are quite challenging. For example, in one lesson, the teacher gave examples of words whose name suggests a vocal sound. Lots of examples were suggested, like 'buzz' and 'hiss'. She told the pupils that words like these are known as 'onomatopoeia' but went on to say, 'Don't worry, I won't put this word on your spelling list.' Instantly, the whole class enthusiastically responded, 'Oh, ... yes!'
10. Pupils' very good behaviour coupled with their dedication to work greatly contributes to the quality of teaching and learning. They are quick to respond to questions and contribute to the progress of lessons. Teachers and their assistants have a very good relationship with the pupils. Typically, without asking, pupils assist teachers. For example, during one lesson, pupils were able to suggest a practical solution to a problem when a malfunction occurred with the interactive whiteboard.
11. Pupils clearly enjoy coming to school and parents are very supportive of their children's enthusiasm by getting them to school on time and maintaining very good attendance. The great majority of parents follow the advice given about avoiding holidays during term time and, in the governors' report to parents, reminders about the importance of good attendance are shown. The school manages to keep absence well below the national average, as shown in the table below:

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.2	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. Before the start of the school day, pupils come into school eagerly and lessons start promptly. Registration can be a lively affair. For instance, in one class, pupils take turns to read a copy of the register, calling each name in turn and giving a friendly greeting, to which there is usually a cheerful response. Meanwhile, the class teacher marks the register. If a pupil is unexpectedly absent, parents almost always contact the school to give the reason and, on the rare occasions when this does not happen, the school promptly contacts the pupil's home.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. Teaching and learning are very good, and are supported by a good and improving curriculum and a good assessment system. The partnerships with parents, other schools and the community are very good.

Teaching and learning

Teaching and learning are very good. Assessment is good.

Main strengths and weaknesses

- There are examples of excellent practice in several classes.
- Teachers are skilful motivators and engender a love of learning in their pupils.
- The school seeks continual improvement in this and all aspects of its provision.

Commentary

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4 (11%)	13 (35%)	13 (35%)	7 (19%)	0 (0%)	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.

13. Teaching and learning have improved significantly since the last inspection: the proportion that is very good or excellent has more than doubled and is now just short of 50 per cent. Although seven of the lessons seen were satisfactory, teaching and learning are judged to be very good overall. The key reason for this is the strength and impact of the 'learning partnership' in the school.
14. Teaching is consistently very good or better in the Reception class, where the imaginative use of the indoor and outdoor areas offers a stunning range of irresistible activities for the children taking their first steps in full-time education.
15. There are two features of teaching in this school that are particularly influential, especially in the very good and excellent lessons. Firstly, teachers' whole approach is positive and pupils receive unending praise, encouragement and stimulation. This fosters the pupils' love of learning that is evident in every classroom and there is a very real partnership between pupils and all staff. Hence, the children do just as much as their teachers to contribute to their own achievement. Secondly, the work of support staff is very good. Their approach matches that of the teachers and they ensure that the pupils they support – particularly but not exclusively those with special educational needs – make very good progress and, importantly, believe in their ability to succeed.
16. Four of the lessons seen were of outstanding quality. In those in Reception and in Year 3, planning was very thorough and took account of the full ability range in the class. The work of support staff was of great benefit to pupils. The rapport between children and adults was outstanding, and pupils' engagement and interest was at its height. All were wonderful examples of a real partnership in learning between adults and children. The added dimension in the Year 6 music lesson was the impressive subject knowledge and musical talent of the teacher.
17. Teachers take good care to ensure that work for pupils who have special educational needs is matched closely to their needs. The very good quality of help for pupils with statements of special educational needs often enables them to achieve the objectives for the lesson. Sometimes pupils are withdrawn from lessons to work with the special educational needs

teacher or support staff on a timetabled basis. These lessons are highly effective and motivate pupils to learn quickly. As a result of this very good support, their achievement is very good.

18. There are no consistent weaknesses in the practice of any of the teachers in the school. On the occasions where teaching was satisfactory, it was related to slow pace or to some shortfall in subject knowledge. All were incidents relating to isolated lessons and were not typical of the practice of any of the school's eight teachers. However, looking at pupils' work over the past two terms, there are two issues which would benefit from some fine-tuning. These are not significant weaknesses but are small areas for development in a school seeking perfection in its practice. Firstly, there is some overuse of worksheets and, on occasions, there is too little difference between the work set for the least and most able.
19. The school's assessment systems are good overall, and very good in terms of tracking progress and taking swift action. Target setting for pupils is in place and the school is right to acknowledge that this is an area that would benefit from a higher profile. It has this in hand.

The curriculum

The breadth of curricular opportunities is good. Opportunities for the enrichment of learning are good. The accommodation and resources are satisfactory.

Main strengths and weaknesses

- Good links between subjects promote interesting opportunities for pupils to learn.
- The school's commitment to giving all pupils equal opportunities to learn makes a positive contribution to high standards and enables pupils who have special educational needs to achieve very well.
- The curriculum for the youngest children in the school is very good.

Commentary

20. There have been recent and positive changes to the curriculum for Reception children. These have resulted in engaging opportunities for these pupils taking their first steps in full-time education, both indoors and out. Close links with the playgroup in the adjoining room result in a seamless transition from one to the other.
21. Through Years 1 to 6, the school gives suitable emphasis to literacy and numeracy. Good planning ensures that subjects are linked together well. This helps pupils to gain a view of their education in the round, and teachers take the opportunity to use time efficiently. For instance, pupils in Year 6 spent a lesson in the computer suite word processing a letter to Queen Elizabeth I, complaining about the state of their streets; hence, three lessons in one: history, literacy and ICT. New initiatives are welcomed and indications suggest that those recently introduced are having a positive effect. For instance, the trialling of 'themes and schemes' since December provides a more creative curriculum and is being extended. Expenditure on computer technology has paid off, with much-improved standards in ICT.
22. This is an inclusive school. Provision for pupils who have special educational needs is very good. All follow the National Curriculum because it is carefully adapted for them, particularly in literacy and numeracy. They regularly work on individual targets to develop personal and academic skills. There is a good range of resources, including software, for pupils to use in order to raise their standards in literacy and numeracy.
23. Opportunities to participate in sport outside the school day are very good and pupils take best advantage of what is on offer. As a result, the school is very successful in local and area competitions. Pupils' participation in the arts is good. All pupils have opportunities to take part in musical concerts and events. The orchestra plays well; it entertains audiences annually in local festivals and accompanies school productions. The provision of peripatetic music teaching covers a wide variety of instruments and the take-up is good.

24. There is a good number of teachers and they are deployed well. Teachers with specialist knowledge take some classes other than their own, for instance for religious education, physical education, music and French. One teacher's part-time post is very successfully dedicated to supporting pupils who have special educational needs. The level of support given by teaching assistants is very good, in both quantity and quality. They play a very significant role in the school's drive to raise standards.

Care, guidance and support

Procedures for pupils' care, welfare, health and safety are good. Support, advice and guidance and personal development are good. Involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- Pupils have a very good and trusting relationship with one or more adults in the school.
- Good pastoral care is engendered throughout the whole-school community.
- Pupils have access to well-informed support, advice and guidance for their personal development.

Commentary

25. Pupils thoroughly enjoy coming to school and feel that there is an adult they can approach if they have any concerns. Class teachers and teaching assistants, throughout the school, know the pupils very well and have a good relationship with them. In return, pupils respond very well and this contributes to the learning environment as well as to the very positive, Christian ethos of the school.
26. Pastoral care is a strong feature of the school. Parents at the pre-inspection meeting said that they are happy to leave their children at the school because they feel that they are well cared for by all the adults who work there. The school carefully monitors all aspects of health and safety so that it can identify any actions that are needed for the welfare of the whole-school community.
27. The school has a very good reputation for the care of physically disabled pupils. In turn, the school community gains by having a better understanding of their fellows. For example, all pupils have the opportunity to learn the internationally recognised Makaton vocabulary used for communicating with classmates who would otherwise be unable to do so. For the pupils with speech impairment, it is a wonderful way of communicating.
28. The Healthy School Initiative is well established into the life of the school. Pupils and staff have become increasingly aware of the benefits of healthy food through the results of surveys that they have conducted. The school is justly proud of their chef, who creates an excellent range of appetising and healthy dishes.
29. The school is very good at involving pupils by seeking, valuing and acting on their views. Informally, teaching staff are particularly good at listening to the views of the pupils and, in a more formal way, the school has carried out a number of pupil surveys. A great strength is the school council: it has representatives from each class who take on the responsibility of collecting the views and ideas from their own classes during Circle Time. Pupils' suggestions have resulted in the introduction of many initiatives. For example, when the school was working towards its Healthy School Award, council members analysed all school's waste materials and presented their findings to heighten pupils' ecological awareness. Inspectors heard about many other impressive projects undertaken by the council that confirmed their conclusion that the school listens to the voice of the pupils.

30. Teachers have devised ways that enable pupils to self-evaluate and communicate what they want to achieve. In some classes, pupils set their own personal development targets as well as identifying what they need to learn. For example, older pupils use the homework diary to set their objectives and pupils in Year 2 have another method for target setting. The school is especially good at encouraging personal development but has not yet developed a consistent approach to setting academic targets and does not consistently include learning targets in the annual reports to parents on progress.
31. The support and guidance for pupils who have special educational needs is very good. Relationships between staff and pupils are excellent. Teachers and support staff know their pupils well and show genuine concern for their welfare. Other pupils also show a touching concern and are always ready to offer help. Some learn a sign language in a lunchtime club, which helps them to communicate with pupils who have particular speech problems. Much of the work pupils undertake is linked directly to the targets identified in their individual education plans. Targets are regularly reviewed and teachers and support staff check pupils' progress towards them, and then set new targets if necessary. Support staff feed back information on pupils' progress and achievement within sessions. The school makes very good use of external agencies and pushes hard to get the maximum support for its pupils as swiftly as possible.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- The working partnership between home and school is of great benefit to pupils.
- Links between school and church are strong.
- The school has established very good links with communities abroad.

Commentary

32. The school's links with parents are very strong and parents feel that the school values their opinion as well as that of their children. At the pre-inspection meeting, they said that the teachers are approachable, and that they would have no hesitation about making suggestions to the headteacher or to any of the staff. The parent-teacher association raises considerable sums of money for the school and other charities. The association has also been involved with other practical activities. An example of this occurred when parents were told what it would cost to install the outdoor play area. The association decided to get parents together and came into school as a 'ground force' team. They completed the job in a weekend for a fraction of the cost it would have otherwise incurred.
33. Parents are kept well informed with attractive newsletters and reports on progress. The school hosts parent-teacher consultations that are very well attended. The school regularly invites parents to come into assemblies and offers parents the opportunity to attend presentations to find out what their children learn about in class. In addition, parents' views are canvassed on matters such as extending communications via e-mail. Parents at the pre-inspection meeting said that they were more than satisfied with this level of information. Parents of children with special educational needs are kept well informed of their child's progress and are invited to review meetings.
34. The school is involved closely with the parish and local community. Pupils visit the church for important liturgical celebrations and the vicar visits the school every week to lead assembly and assist with recorder classes. The school is central to the life of the village and school events are well attended by local residents. The school has forged strong links with many organisations, such as the 'Kidzone Before and After School club', which operates from the Tick Tock Pre-School classroom.

35. Awareness of other communities has a high priority and the school has taken steps to work with other communities. For example, following a visit by the headteacher, the school has a link with the village of Makuni in Zambia. While there on holiday, the headteacher talked with some children and found out that what they wanted most were pens because, without them, they were not allowed to go to school. As a result, Tockwith children and parents collected around a thousand pens and also sent a generous donation to the village. To further pupils' understanding, the school ran a multi-cultural week last summer. Staff selected a different continent to study for each day of the week and pupils' experiences and activities were wide, informative and memorable.
36. There are very good links with other schools and colleges. Through the teacher exchange system, the school has been delighted with the many innovative teaching methods based on the expertise and ideas introduced by a teacher from Western Australia. It is rightly determined that there will be lasting benefit from this venture. The secondary school, to which most pupils transfer, has technology status. It has helped to fund the development of information and communication technology (ICT), including the provision of computer resources and technical support. The primary school also benefits from having teacher training students and other work-placement students in school who assist in classes. The local agricultural college is currently restoring the school's pond and is carrying out many other ecological improvements around the school.
37. The school has useful links with the University of York, which is undertaking research into ways to improve the reading development of children who have Downs' Syndrome. Support staff receive training from the university and take pupils for five sessions per week during research periods.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is excellent. Management, leadership of other key staff and governance of the school are very good.

Main strengths and weaknesses

- The headteacher leads with vision and quiet assurance.
- The school's self-evaluation and the use to which it is put are of a high order.
- Deployment of support staff is innovative and far reaching.

Commentary

38. The headteacher provides excellent leadership: she has a very strong commitment to an ethos in which pupils, teaching and non-teaching staff are valued and supported. She has high aspirations for the school and a very clear vision of how she is going to raise achievement. Her success in this regard is clearly evident in the school's high standards. An able deputy supports her very well. The senior management team plays a leading role in moving the school forward. Other key staff provide very good leadership overall. Their roles are clearly defined; they feel that their contributions are valued and this boosts their effectiveness. Subject co-ordinators have a clear leadership role. They manage their own budgets and their action plans are included in the school improvement plan. The key issue from the previous inspection, to provide regular opportunities for curriculum co-ordinators to monitor and evaluate teaching and learning in their subjects, has been addressed.
39. The school improvement plan is comprehensive. It contains priorities to maintain the caring, respectful ethos of the school; to maintain and improve achievement in English, mathematics and science; and to maintain high standards and a balanced curriculum in the arts. The plan stresses the importance of making teaching and learning enjoyable and challenging experiences. The headteacher has placed great importance on developing provision for Reception children. It is this area which epitomises the searching self-evaluation that the school undertakes. In recent years the school has completely revised the curriculum for Reception

children, altered the approach to teaching in that age group and in Year 1, and designed and built a stimulating outdoor teaching area. Leadership and management in the Foundation Stage are very good.

40. The training needs of staff are given a high priority. Classroom support staff are fully included in the life of the school. They are invited to staff meetings and have regular meetings with the headteacher. They regularly attend courses and attend staff training days. Their talents and interests are used very well by the school in ICT, art and physical education lessons.
41. Very good financial management is in place. Decisions to create an ICT suite and music room are beginning to pay dividends, as is the improvement of the outside play area for Reception children. The new classrooms, currently under construction, will give teachers more flexibility in the way they teach.
42. The school has good strategies in place to monitor its work. Subject co-ordinators monitor lessons and pupils' work in books. Systems are in place to record and monitor pupils' results in national and other tests. This allows the school to track pupils' progress throughout the school and to set targets for improvement. Teachers new to the school are supported well and integrated into the school community. They are provided with details about school procedures and given opportunities to attend courses.
43. The leadership and management of special educational needs are very good. The special needs co-ordinator is knowledgeable and communicates effectively with parents and other staff. Teaching assistants are trained to give support and play an important part in the teaching process. Their very good work makes an important contribution to the school's commitment to inclusion.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	606,752
Total expenditure	627,305
Expenditure per pupil	3,152

Balances (£)	
Balance from previous year	20,553
Balance carried forward to the next year	8,676

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Many children join the Reception class after attending Tick-Tock Pre-School, which is on the school site. Most children enter school with expected levels of attainment. The quality of teaching and learning is very good and sometimes excellent. Consequently, children achieve very well in five of the six areas of learning. Judgements cannot be made in physical development because it was not possible to see a full range of work. However, the work that was seen was very good. By the end of Reception, the majority reach the early learning goals and are well prepared for Year 1. Staff work very well together to provide a rich range of learning experiences and to ensure that all children have equal access to them. Excellent use is made of teaching assistants to support children, particularly those with special educational needs. Their needs are identified early, and swift action follows. The class teacher and teaching assistants work as a very effective team and provide very good role models for children. Planning is very good and includes own-choice and focused activities for indoors and outside. Assessment is used very well to judge how well children are progressing. Leadership and management are very good. The school has carried out a rigorous evaluation of the way Reception children are taught and introduced major changes in the curriculum for these children. The transfer of children into Year 1 has been made easier because the new approach to teaching has been adopted in that year group also. Great efforts have been made to improve the outdoor area, which now serves as a stimulating extension to the classroom.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good, sometimes exemplary teaching leads to very good learning.

Commentary

44. Staff have high expectations of children's personal, social and emotional development. Children respond positively and standards are above expected levels. They are helped by the very good examples set by the teacher and classroom assistants and by high quality teaching. Consequently, children are polite and say 'Please' and 'Thank you'. They work very well together in activities in the role-play corner and outside and happily take their turn. Children settle into class routines quickly. They learn to take responsibility, for example, putting their names on a board to show who is having lunch, and clear away after themselves. When the class comes together for class work, children are attentive, concentrate well and are keen to take part. They show care and concern for each other and wildlife such as birds, which they feed regularly. Most children dress themselves without help and remember to put on overalls and hard hats before playing outside. Some children were fascinated by the pebbles in the outside play and showed a sense of awe and wonder when they found interesting shapes and colours. Children thoroughly enjoy school and want to learn.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Imaginatively planned opportunities generate a real enthusiasm for learning.

Commentary

45. There is very good quality teaching and learning in communication, language and literacy and this leads to children achieving above expected levels. Staff provide many opportunities for children to develop their speaking and listening skills: the setting up of an 'Enchanted Forest' in the role-play corner led to pupils inventing scenes and situations of their own which they acted out enthusiastically. Incidental conversations combine with regular discussions and questioning in formal sessions to ensure there is good development of vocabulary. Children willingly go to the writing table to write stories and letters to their parents and friends. Higher-attaining children are beginning to write in simple sentences and complete speech bubbles on pictures independently. Some children write long stories, describing complex plots and following the words in the correct direction with their finger. Most can write their own name. Their letter shapes are good and they are beginning to put spaces between words. Children try to spell words and they often write the initial letters of the words in their stories. Many know all the sounds of letters. They use computers to match words to pictures. Children use the context of stories to supply missing words. Their language is rich and diverse and they show good reasoning skills. They talk enthusiastically about things that interest them, such as when they look at buttons under a microscope.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults make the most of every opportunity to help the children develop mathematical skills.

Commentary

46. Children achieve very well in mathematical development because the teaching is very good. Almost all attain the early learning goals, and a significant minority exceed them. The teacher and teaching assistants take many opportunities to encourage children to think about numbers, for example, working out how many children are present and how many there would be if there was one more or less. Most children have a good understanding of numbers to 20, can place them in the correct order and recognise when one number is missing. Almost all count forwards and backwards to ten and some count to higher numbers from different starting points. Some average and higher-attaining children know that there are five groups of ten in 50 and put groups of ten in order up to 60. Children learn about shapes when they assemble plastic blocks.
47. Teachers organise a wide range of activities to develop children's **knowledge and understanding of the world**. For example, children use a microscope connected to a computer to examine a collection of buttons. They identified buttons made of glass and plastic. Children mixed substances such as sugar, salt, breakfast cereal and glitter to make a 'fairy mix', felt the texture and examined the colour and smell. They talked eagerly about the stones they find in the outside play area, looking at the crystals and strata. Children put out bird food and reasoned that it was no good putting out bread on a rainy day because the bread would go soggy. They handle computers with confidence. Their good control of the mouse enables them to dress a teddy bear and they select their own programs. Children program a moveable toy to follow a route. They watch slide shows of places they visit, such as a local castle. Teaching and learning are very good.
48. There were no opportunities to observe a wide enough range of children's **physical development**. Consequently, judgements cannot be made about standards or teaching. However, most children use scissors correctly to cut cartons to make castles. All children have decided which hand to use. They use a range of small equipment such as brushes and show control over buttons and zips. Children thread beads onto a ribbon and build models out of construction kits.

49. In **creative development**, children show good imagination when playing in the role-play corner. Similarly, they use a variety of stones and pebbles to make 'chocolate porridge'. Castles and beds are made using found materials and the castles are improved by the addition of a drawbridge. Children select their own colours when painting and chose what to mix together to make a 'fairy mixture'. They build imaginative structures with construction kits. The teacher has made good use of the building work taking place in the school and provided suitable materials and tools for children to play with. Children show good imagination using spirit levels, bricks and bark chippings in their play. Teaching and learning are very good.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are well above average.
- Achievement is very good.
- Leadership and management are very good.
- Assessment is used well to raise attainment.
- Opportunities to develop literacy skills outside English lessons are good, but there is some overuse of worksheets.

Commentary

50. Standards in English are above average overall in Year 2; above average in reading, writing and speaking and well above average in listening. In Year 6 they are well above average in all four elements. These high standards have been maintained since the last inspection.
51. Achievement is very good. From average attainment on entry to the school, pupils make good progress to attain well by the end of Year 2. Thereafter, achievement remains equally good. For example, in 2001 when they were in Year 2, the pupils currently in Year 6 achieved average standards in reading and well-below-average standards in writing. Both are now well above average. Pupils with special educational needs achieve very well, in relation to their own ability. This is because so much time and trouble is taken to adapt work for them.
52. Teaching is very good. The teaching quality seen during the inspection ranged from excellent to good, although the majority was very good. The excellent lesson ran at a cracking pace; support staff were deployed to perfection, the teacher catered very well for the full range of ability in the class, and she obtained the behaviour and work-rate she wanted by being 100 per cent positive with the pupils. As a result, the children were full of enthusiasm for the task and produced their very best. The main difference between the lessons that were very good and those that were good lay in the teachers' ability to motivate and enthuse: all have the capacity to do so, but some in greater measure than others.
53. Listening skills develop so well because teachers have high expectations of everyone's concentration and contribution, and because they give pupils such positive encouragement. Children's ability to listen is fostered brilliantly in Reception, and built upon skilfully thereafter by all staff. The skill serves pupils well at this school, and has the potential to do so thereafter. Pupils speak with confidence because they know that their ideas will be valued, and that mistakes will not be laughed at by anyone. The wind-up sessions at the end of lessons provide regular opportunities for pupils to speak in front of the class and, as a result, they grow in confidence.

54. There is a range of reasons why reading and writing skills develop as well as they do. Firstly, parents play an important part in working with the school to develop early reading skills. Secondly, in addition to the sterling work of teachers, the individual and small group work undertaken by classroom support staff is of high quality. Thirdly, the school is quick to pick up slow progress and to put in programmes designed to address it: Early Literacy, Additional Literacy and Further Literacy Sessions. All teachers' expectations of presentation are outstandingly high and, as a result, pupils produce consistently neat work without being reminded to do so. Finally, the school recognises the need for pupils to have a time where they can write at length: this is timetabled for all classes.
55. Leadership and management of the subject are very good. This is typified both by the swift action taken when assessment information shows slower-than-usual progress and the time dedicated to developing writing skills. The success is reflected in the impressive standards with which pupils transfer to secondary school. Leadership and management fall short of being excellent because, although assessment in the subject is good. Pupils are not sufficiently involved in monitoring their own learning.

Language and literacy across the curriculum

56. Pupils have good opportunities to write in subjects other than English, and one very good feature of provision is the way that literacy lessons are used as vehicles to promote pupils' knowledge in other subjects. A Year 2 lesson, for example, required pupils to ask questions about the past, based on seaside photographs taken about a century ago. Within the overall very good practice, however, there remains room for improvement by further reducing the use of worksheets, specifically in science, geography and history.

French

French has recently been introduced into the curriculum. Year 6 pupils have a weekly lesson where they acquire basic conversational French and core vocabulary.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good teaching enables most pupils to achieve well.
- A strong emphasis on mental arithmetic helps to promote good numeracy skills.
- Good assessment procedures give teachers accurate information about pupils' progress.
- Some pupils, especially the very able, do not achieve as well as they could, because they do not get a suitable challenge.
- Pupils are unclear about what they have to do to improve.
- Good leadership and management keep the subject moving ahead.
- Good use of ICT promotes pupils' enthusiasm.

Commentary

57. Standards are above average by the end of Year 2 and Year 6. The school has maintained these good standards since the last inspection. However, work remains to be done to improve provision for very able pupils.
58. The school's approach to numeracy ensures pupils handle numbers with confidence. In Year 2 they add and subtract tens and units quickly. In a lesson in Year 5, their fast response to times tables questions proved to be a telling prelude to the ease with which they handled fractions and decimals. In Year 6, pupils work securely in thousands with addition, subtraction, multiplication and division. They deftly changed fractions to decimals and percentages. Other

aspects of mathematics are fully covered also. Consequently, pupils gain a good grounding in using and applying mathematics, shape, space and measures, and handling data.

59. The school's assessment procedures are good and teachers use information gained about pupils' progress to match work to their ability. This works well for most pupils. However, for a very small proportion in each class the challenge is sometimes inadequate, especially the very able. On such occasions these pupils do not achieve as well as others. The school caters really well for pupils who have special educational needs. Teachers match work carefully to the targets in pupils' individual education plans and, with the dedicated help of teaching assistants, this ensures that these pupils achieve highly.
60. Teachers' good knowledge, their enthusiasm and the excellent relationships they promote lead to pupils' very good attitudes and behaviour. These are positive factors in the fast progress that most pupils make. They are very keen and responsive in lessons and are always more than willing to share ideas or lend a hand to colleagues. In the best lesson seen, in Year 2, the challenge was just right for almost every single pupil to achieve highly. Pupils' enthusiasm matched the teacher's as they tackled addition ranging from within ten to over 100, according to ability. Very good support from two teaching assistants enabled the least able and a pupil with a statement of special needs to move ahead as quickly as others. However, a very small minority, the particularly able, could have achieved more with a greater challenge than their other able colleagues. From time to time this feature is also evident in other classes. Teachers mark work regularly and supportively, but do not provide written guidance for pupils about improving their work. Teachers who have computerised whiteboards in their classrooms use them well. This ensures a very high level of pupil interest and participation.
61. The curriculum co-ordinator has a good grasp of strengths and weaknesses in teaching and learning. As a result, the school's plan of action for raising standards is appropriate and includes improving provision for very able pupils.

Mathematics across the curriculum

62. Links with other subjects are strong, especially in science and ICT. For instance, pupils in Years 5 and 6 create line graphs to show the effect of exercise on pulse rates.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards of work seen are well above average.
- Leadership and management are very good.
- Pupils are motivated very well by the high standard of teaching.
- Occasionally the work does not make high-attaining pupils think hard enough.
- The overuse of worksheets in some classes limits the development of scientific writing.

Commentary

63. Standards have improved since the previous inspection, with significantly more pupils reaching higher levels than expected so that by Year 6, standards are well above expectations. In Year 2 they are above expectations. Standards are higher than at the last inspection because teaching has improved. It is never less than good; much is very good or even excellent.
64. Teaching is very good: it was at least good in all lessons seen. Teachers know the subject well and plan interesting lessons. In an excellent Year 3 lesson about the formation of shadows, the key strengths were very good development of scientific language, using words such as 'translucent'; the positive and encouraging atmosphere created by the use of questions, prompts and constant praise; and the discussion of the investigation, which made pupils think

hard. These strategies effectively raised pupils' interest and involved them in their work so that they made accurate observations. Pupils were left in no doubt what the teacher expected of them and they responded very well. Similarly, pupils in Year 5 matched the teacher's high expectations when using their knowledge of electrical circuits to design games. The teacher made very good use of ICT to reinforce pupils' learning about different types of circuit. In Year 2, pupils were supplied with very good resources when investigating the brightness of torches, leading them to work out the importance of the strength of the bulb and power of the battery. Some pupils showed an inquisitive frame of mind, with one pupil suggesting that the quality of the reflector might also affect the brightness. Teachers make very good links to other subjects. In a Year 1 lesson pupils learnt the stages of human growth after the teacher read a book, 'Once There Were Giants'. In Year 6, pupils built wheeled vehicles in design and technology lessons and wired in electric motors to drive them. Pupils, particularly those with special educational needs, benefit greatly from the support they receive from support staff, allowing them to make very good progress in relation to their capacity to do so.

65. Checking pupils' work shows that, although by Year 6 practically all reach the expected level for their age and some reach higher levels, teachers could give more thought to increasing the challenge for more able pupils so that even more might reach higher levels. Limited opportunity for independent recording is the constraining factor.
66. Leadership and management of the subject are very good. The subject co-ordinator is knowledgeable and enthusiastic. Assessment procedures are good and are used to set targets for pupils to achieve. A pupil tracking system has been introduced to check progress. Marking is usually good, with informative comments, although sometimes it is shown only by a tick or single word. Teaching and learning are monitored and pupils' books are checked to see how well they are doing. Pupils benefit from links with the local College of Agriculture, whose students are helping to develop the school grounds for environmental studies.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **very good**.

Main strengths and weaknesses

- Very good teaching enables pupils to achieve well.
- Very good leadership and management have helped to develop the subject considerably in resources and standards.
- Additional timetabling in the suite and more regular use of computers in the classroom are required to enhance links with some subjects.
- There are good links with some subjects, particularly literacy.
- Computer clubs give pupils very good opportunities to develop their skills at lunchtimes and after school.

Commentary

67. Standards are above average by the end of Year 2 and well above by the end of Year 6. Since the last inspection the school has been heavily involved in improving provision, with a great deal of expenditure in money for equipment and time for staff training. This has paid off handsomely with a very impressive improvement in standards. The ICT suite is well equipped and staff are at least reasonably secure in using it. Most teachers are confident and use its facilities well. The ICT technician has considerable expertise. The school is wise in deploying her in a teaching role as well as in support, as was seen in a very good lesson in Year 3.
68. All pupils, including those with special educational needs, have regular access to computers. Teachers give them good opportunities to learn across a wide range of experiences. For instance, displays in Year 1 show that pupils incorporate text and create pictures. In a lesson in Year 2, pupils sent e-mails to pen pals in Australia, though with a good deal of help from staff. Many pupils in Year 3 opened and sent e-mails themselves, with minimal adult help, and a significant number used a search engine unaided. In a lesson about branching databases,

pupils in Year 4 solved problems relating to a decision tree. Eye-catching posters in Year 5, incorporating graphic pictures, warn that “Smoking Can Kill!” As a result of years of good teaching, pupils in Year 6 show standards well above average and are very confident in their use of computer technology. This was well illustrated by four pupils who gave multi-media presentations and clay-modelling animation with sound effects, the results of their work in a lunchtime computer club.

69. Teaching is very good, overall. Pupils respond with very good attitudes and behaviour and this makes a positive contribution to the fast pace of learning. The three lessons seen in Years 2, 3 and 6 were all very good. In a lesson in Year 6, pupils rose to the challenge of using control technology to draw regular hexagons and mapped the route of a shopping expedition with confidence, enthusiasm and speed. In all lessons seen, teaching assistants played a significant role, particularly in enabling pupils who have special educational needs to achieve as well as their colleagues.
70. The co-ordinator provides a very good role model for staff and pupils, knowledgeable, confident and enthusiastic about her work. She has a firm understanding of strengths and weaknesses in provision, including the need to develop more opportunities to use computers in classrooms.

Information and communication technology across the curriculum

71. Links with other subjects are at least satisfactory, good in some, such as mathematics and science, and very strong in literacy. There is, however, scope for development by timetabling more use of the suite and using computers regularly in the classroom.

HUMANITIES

Insufficient evidence was seen to make secure judgements on the quality of teaching or standards in **geography** and **history**. No lessons were seen in **religious education**, therefore firm judgements could not be made about overall provision.

72. Teaching observed in one lesson of **geography** and one of **history** was good and pupils achieved well. Coverage of the curriculum is full, interesting and carefully planned. Both subjects make a good contribution to pupils’ cultural development. A notable feature is the strength of links with literacy. For instance, a literacy lesson in Year 2 was built around developing pupils’ historical skills in questioning evidence, as seen in photographs of seaside holidays a hundred years ago. As a result of very good teaching, pupils achieved highly in developing skills both in literacy and history. In Year 6, pupils use computers extensively and well to record their work. In their work about a visit to a local Tudor hall, they showed good skills in interpreting historical evidence. In both subjects, teachers make good use of a wide programme of visits and fieldwork to build on pupils’ knowledge and understanding. For instance, in annual residential visits to the Lake District, pupils in Year 6 are given very good opportunities to develop geographical skills and use maps at various scales in real situations.
73. Discussions with pupils and analysis of their work in **religious education** show that by Year 2, pupils have a good understanding of the Christmas and Easter stories. They know that the Bible is the sacred book of Christians. Pupils know the basic details of the story of the Good Samaritan and how that relates to the need to be kind to others. They understand the significance of celebrations, such as birthdays, and learn how they can help others through giving to charities.
74. In Year 6, pupils study the texts of the major world religions. They have a good understanding of the sanctity of the Koran, knowing that it should be treated with reverence by being kept covered when not in use. Pupils express their thoughts carefully and show respect for other faiths when giving examples of the differences between Christianity and Islam. They study the Bible, comparing the accounts of the birth of Jesus in the gospels of St Matthew and St Luke. Pupils learn how the Bible sets down rules for life and behaviour in the Ten Commandments. They relate this to modern life by writing their own rules for things that involve them, for example, using a riding school. Pupils describe what they consider to be the attributes

praiseworthy in role models. Overall, their attainment exceeds that expected in the locally agreed syllabus.

75. Leadership and management are good. The updated locally agreed syllabus has been introduced. Resources are good, the display of Jewish artefacts adding greatly to pupils' understanding of that religion. Children take part in visits to places such as the multi-faith centre in Bradford. Work is arranged on a two-year cycle, which is being reviewed to see if improvements can be made. Pupils' work is monitored. However, because the co-ordinator teaches part-time, it is difficult for her to monitor teaching. She has a clear view of where improvements can be made, for example, in the use of ICT.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No secure judgement is possible in attainment in **art and design** and **design and technology**.

76. The standard of much of the **art and design** work on display meets expectations, although by Year 6 it exceeds them. The Year 6 observational drawings of plants, for example, were of a good standard. Pupils take care with their work. There is limited evidence of older pupils studying the work of famous artists, although Year 4 pupils had attempted to work in the style of Paul Klee.
77. Art makes a valuable contribution to pupils' cultural and social development. For example, in an impressive display in the school hall, Year 6 pupils who teamed up with Reception to produce work in the style of Judy Prosser, an Australian artist, and had used a range of media including watercolour, acrylics, pastel and charcoal. In the one art and design lesson observed, two support staff taught the class (as an element of the school's response to workforce reform). Their skills benefited the pupils.
78. In **design and technology**, pupils have a good range of experiences. They are taught skills systematically and the care they take with their work is evident in all classes. By Years 5 and 6 in particular, their work is carefully executed. For example, Year 6 pupils had designed, and were in the process of making, motor-driven buggies. The designs were neat and carefully labelled and the wood for the chassis had been accurately measured and sawn, and carefully joined. No lessons were seen.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- The very good teaching in class lessons and skilled coaching of the orchestra lead to high levels of motivation.
- The subject co-ordinator is a skilled musician.
- Leadership and management of the subject are very good.
- Pupils are given opportunities to learn to play instruments.

Commentary

79. Not enough lessons were seen to judge standards in Years 1 and 2. However, by Year 6 standards are good and for those who play in the orchestra they are very good.
80. The over-riding impression one is left with is that by Year 6, pupils thoroughly enjoy music. They are caught up in the infectious enthusiasm of the subject co-ordinator, who is an accomplished musician and skilled communicator. Consequently they are motivated to give of their best. In an excellent lesson with Year 6, pupils began by singing in two-part harmony.

The teacher increased the challenge by giving instruments to several pupils to accompany the singing. Pupils were further challenged by singing an African song, 'Si si si', with different pupils using the instruments; by the end of the lesson nearly all the class had played an instrument. The teacher taught pupils a new song very quickly by singing the lines to them and in a short time they were singing this in three parts. Pupils learn to appreciate music, and hear the music of the Tudors, their topic in history lessons, when they listen to music by Suzato. They were fascinated to see the score for music by Thomas Tallis. Pupils in Years 1 and 2 sing tunefully in hymn practices.

81. The school orchestra, which has about 20 members, plays to a high standard. The orchestra plays a selection of classical and popular music and the players enjoy performing in assemblies and concerts. There are many opportunities for pupils to learn to play instruments. All pupils learn the recorder during Year 3. Older pupils are taught a variety of instruments by visiting teachers.
82. Teaching is very good in Years 4 and 6 because the lessons are taught by the subject co-ordinator. Planning is very good and everything is designed to enable pupils to get great enjoyment out of their lessons, while learning new skills.
83. Leadership and management are very good. The school makes very good use of the talents of the staff. The importance the school places on music is shown in the establishment of a music room. The contribution music makes to pupils' spiritual, moral social and cultural education is very good; pupils regularly sing songs from other cultures and study music from other periods of British history.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Leadership and management are good.
- Good use is made of the expertise of adult helpers.
- Pupils have many opportunities to take part in competitive sport.

Commentary

84. Standards in Year 2 are at the expected level. By Year 6, standards seen were at the expected level. However, the experiences seen in lessons in Year 4 and Year 6 were similar and did not allow pupils to show the true range of their abilities. The success that pupils have enjoyed in and out of school competitions, such as Kwik Cricket, in which pupils were Yorkshire champions in 2004, indicate that standards are at least above average. This indicates that standards have been maintained since the previous inspection.
85. In a very good lesson in Year 2, pupils responded very well to the challenge of improving their scores in a series of exercises they had carried out in earlier lessons. They were well prepared for the exercises by a strenuous warm-up session, which established the high expectations the teacher had. Pupils were honest in recording their scores and made sure they carried out the exercises correctly and enjoyed working against the clock. They showed delight when a pupil with special educational needs did well. In Year 6, pupils made good progress in improving their hockey passing skills. Pupils learnt to use the whole area available to them so that they were able to pass the ball into a space. Similar good progress was made by groups practising netball and football working with a teachers' aide and coach.
86. Lessons are well prepared and teachers explain activities carefully. In a good lesson in Year 3, the teacher used praise and timely interventions very well to encourage pupils to face the increasing challenge in the work. Consequently, pupils thoroughly enjoyed what they were doing and by the end of the lesson they were able to say how they could improve their catching

and throwing skills. Teachers make very good use of teachers' aides, particularly when helping pupils with special educational needs. They think carefully about the needs of pupils, providing a smaller hockey stick in one lesson to enable the pupils to take part more easily and achieve some success.

87. The subject co-ordinator is enthusiastic and knowledgeable; leadership and management of the subject are good. The school makes good use of the expertise available; for example, the co-ordinator take both the Year 5 and Year 6 classes and pupils are coached in football skills by a Scottish Ladies International footballer. Pupils undertake a course of swimming lessons and have many opportunities to take part in competitive sports against other schools. It is credit to the quality of the provision they receive that the school teams regularly have success in these competitions.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

88. Provision in this area was sampled. The school's contribution to pupils' personal, social and health education and citizenship has a very positive impact on pupils' behaviour, work ethic, care for each other, maturity, self-esteem and pride in what they do.
89. Relationships between pupils and staff are delightfully warm and good-humoured. Pupils are given every opportunity to show care and consideration for others, far and near. For example, they responded wonderfully to an appeal for pens for Zambian children, without which they could not go to school. Closer to home, the older children learn sign language so that they can communicate effectively with some fellow pupils with special educational needs. In addition, Year 6 and Reception pupils produce artwork jointly in which the Year 6 pupils show commendable patience with the younger ones. In addition, the spiritual influence of the school is powerful and makes a strong contribution to pupils' very good levels of maturity.
90. Provision for health and relationships issues is very good, enabling pupils to reach considered conclusions. The school council has a high profile in the school and, with representatives from Reception to Year 6, gives pupils of all ages a voice in the school's development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

Overall standards achieved	2
Pupils' achievement	2

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	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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

