

INSPECTION REPORT

Carleton Endowed Primary School

Skipton

LEA area: North Yorkshire LEA

Unique Reference Number: 121624

Headteacher: Mr A. Baker

Reporting inspector: Mrs A. Soper
OIN 18148

Dates of inspection: 6th – 9th March 2000

Inspection number: 188738

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Voluntary Aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Carleton-in-Craven Skipton North Yorkshire
Postcode:	BD23 3DE
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Appropriate authority:	Governing Body
Name of chair of governors:	Canon S. Hoare
Date of previous inspection:	21 st May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject Responsibilities	Aspect responsibilities
Mrs A. Soper	Registered inspector	English	What sort of school is it
		Information technology	How high are standards
		Art	How well are pupils taught
		Under fives	
		Special educational needs	
		English as an additional language	
Mr P. Oldfield	Lay inspector		How high are standards
			How well does the school care for its pupils
			How well does the school work in partnership with parents
Mr J. Pryor	Team inspector	Science	How good are the curricular and other opportunities offered to pupils
		Physical education	How well is the school led and managed
Mr M. Chatburn	Team inspector	Mathematics	
		Design and technology	
		Geography	
		History	
		Music	
		Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Carleton Endowed School is a Church of England primary school, situated in the village of Carleton, near Skipton. It is smaller than other primary schools nationally, with 145 pupils. Many pupils come from outside the school's catchment area. Pupils come from a variety of backgrounds. All pupils are white. There are 18 pupils on the school's register of special educational needs and two have a Statement of Special Educational Need. This is below the national average. Pupils' attainment on entry at the age of five is above average. The school is included in the Skipton Area Selection Scheme.

HOW GOOD THE SCHOOL IS

Pupils achieve good standards in most subjects by the time they leave school. They have positive attitudes and values. Their personal development is good. Teaching is at least satisfactory and often good. The curriculum provides all subjects of the National Curriculum, though there is some imbalance in the time allocated to subjects. The use of assessment to inform planning is unsatisfactory. Planning insufficiently relates to all areas of learning for children under five. The school has made a satisfactory improvement since the last inspection and has identified areas for further improvement. It is led and managed in a cost-effective way, providing satisfactory value for money.

What the school does well

- ◆ Standards are good in most subjects by the end of Key Stage 2.
- ◆ There is good support for pupils with special educational needs, who make good progress.
- ◆ The quality of teaching is at least satisfactory and often good.
- ◆ There are good standards of behaviour, positive attitudes and good relationships.
- ◆ Provision for pupils' spiritual, moral, social and cultural development is good.
- ◆ Attendance is good.
- ◆ Pupils are well cared for and their personal development is good.
- ◆ There are good links with parents, who have a strong impact on the work of the school.
- ◆ There is good financial planning.

What could be improved

- ◆ The curriculum for children under five and the imbalance in the curriculum at Key Stages 1 and 2.
- ◆ The use of assessment to inform planning to provide continuity and progression in pupils' learning.
- ◆ Aspects of the accommodation for children under five.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1996. Since then, the school has improved the development plan. It has addressed the issue of the last inspection by simplifying the plan and more clearly identifying priorities for development. The role of curriculum co-ordinators in monitoring and evaluating the quality of provision in their subject has been improved. Co-ordinators still lack regular opportunities to monitor and evaluate the quality of teaching in their subject across the school. Overall, there has been a satisfactory improvement since the last inspection. With the effective support of governors and the commitment of staff, the school has good capacity for further improvement.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A*	A	A	very high A* well above average A above average B average C below average D well below average E
Mathematics	B	B	C	E	
Science	C	A	C	D	

The table shows that in the 1999 National Curriculum assessments pupils' performance in English was very good and well above the national average by the end of Key Stage 2. Their performance in mathematics and science was satisfactory and in line with the national average. In comparison with similar schools, performance was well above average in English but well below average in mathematics. It was below average in science. Over the last four years, there has been a trend of higher than average performance in English. Over the last few years there has been some year to year variation in the National Curriculum results in mathematics. From 1996 to 1998 there was a downward trend but from 1998 to 1999 the trend was upward. In science, pupils' performance has varied, though the trend has been upward since 1997. Evidence from the current inspection shows that pupils' attainment by the end of Key Stage 2 is very good and well above average in English and science. It is good and above average in mathematics. By the end of Key Stage 2, standards are good in art, design and technology, geography and history. Standards in information technology, music and physical education are satisfactory. Standards in information technology could be higher. Pupils' attainment in this subject is a direct reflection of the irregular time given to teaching, along with teachers' insecure knowledge and understanding. Recent staff training is expected to have a positive impact on the standards of teaching and learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes and like school.
Behaviour, in and out of	Good. There is no oppressive behaviour and there have been no

classrooms	exclusions.
Personal development and relationships	Good. Pupils have good relationships. They show respect for feelings, values and beliefs.
Attendance	Good. Levels of attendance are above average.

Attendance has significantly improved during the current year. There is no unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5 – 7 years	aged 7 – 11 years
Lesson seen overall	Satisfactory	Satisfactory	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

The quality of teaching is at least satisfactory and often good. During the inspection, seven per cent of lessons observed were very good, 43 per cent were good and 50 per cent were satisfactory. The very good teaching was seen in the Year 4 and 5 class and in the Year 5 and 6 class. In most classes, teachers manage pupils effectively. The good behaviour and positive attitudes to learning have a good impact on pupils' progress. Basic skills are taught well. Teaching in English and mathematics is good overall. Throughout the school, good support is provided for pupils with special educational needs. Additional literacy teaching for pupils in the Year 3 and 4 class is good. Expectations of pupils are good for children under five and at Key Stage 2. At Key Stage 2, particularly in the later stages, teachers have good subject knowledge. At Key Stage 1, teachers' knowledge and understanding is satisfactory and teaching methods are sound overall. The insufficient use of ongoing assessment to inform planning and teaching sometimes results in inappropriate challenge being provided for pupils with higher prior attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory at Key Stages 1 and 2, though there is some imbalance in time allocated for different subjects. Unsatisfactory for children under five.
Provision for pupils with special educational needs	Good. Effective support and good individual education plans to guide teaching.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good in all aspects, reflecting the school's aims.
How well the school cares for its pupils	There is good care for pupils.

The school works well in partnership with parents. Parents are very supportive of the school and have a good impact on its work. The quality of information provided is satisfactory, though reports to parents do not always contain sufficient information about their children's progress. The imbalance in the curriculum at Key Stages 1 and 2 restricts time available for

teaching some of the foundation subjects and information technology. The curriculum for the youngest children does not always relate to the areas of learning for children under five. There are good procedures for pupils' welfare. There are very good procedures for monitoring and improving attendance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher balances his teaching commitment and management role efficiently.
How well the appropriate authority fulfils its responsibilities	Satisfactory. Governors, who are very supportive, are taking an increasing role in contributing towards the school's developments.
The school's evaluation of its performance	Satisfactory. The school has begun to evaluate its performance.
The strategic use of resources	Good. The school makes effective use of its resources, including specific grant and other funding.

There is an appropriate number of suitably qualified and experienced staff. The accommodation is satisfactory overall for teaching the number of pupils on roll. The accommodation for children under five is inadequate for their needs. Some classes have limited space for the number of pupils. Staff accommodation is unsatisfactory. There is a lack of suitable classroom furniture in some classes. Some subjects lack sufficient resources and equipment, including library books to support learning. There are appropriate priorities for development that are carefully supported by the school's financial planning. The school effectively applies the principles of best value. Some developments lack the full contribution of staff with management responsibilities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ The school promotes good attitudes, values and relationships. ◆ Behaviour is very good. ◆ Their children like school. 	<ul style="list-style-type: none"> ◆ Extra-curricular provision. ◆ Information about their children's progress. ◆ Consistency in homework.

Inspectors agree with parents' positive views and with their feelings about what they would like to see improved. Behaviour is good overall in lessons and at play. General information is satisfactory, though reports to parents sometimes have insufficient information about their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 National Curriculum assessments, pupils' performance at the end of Key Stage 2 was well above average in English and close to the national average in mathematics and science. In comparison with schools in similar contexts, pupils' performance in the English tests was well above average. Performance in the mathematics tests was well below average and pupils' performance in the science tests was below average. Taking the four years from 1996 to 1999 together, pupils' performance in English was well above the national average. It was above the national average in mathematics and science during the same period. Taking the three core subjects together, the performance of pupils was well above the national average. Over the three years, taking the three core subjects together, girls' performance was well above the national average. The performance of boys was above the national average. Between 1996 and 1999 there has been an underlying trend of improvement in English. From 1997 to 1999 there has been a similar trend of improvement in mathematics. In science, there was a marked improvement in standards between 1997 and 1998. There was a small decline in standards in 1999. Overall, the school's performance over the last four years was broadly in line with the national trend.

2. The current inspection shows that pupils' attainment in English at the end of Key Stage 2 is similar to that achieved in 1999. Pupils achieve very good standards that are well above the national average. This shows an improvement since the last inspection when pupils' performance was good and above the national average. Standards in mathematics are good and above the national average. This shows an improvement since 1999 and reflects the judgement of the last inspection. Standards in science are very good and well above average by the end of Key Stage 2, showing a marked improvement since 1999. This also indicates an improvement since 1996. At the time of the last inspection, standards were seen to be good and above average.

3. Pupils' performance at the end of Key Stage 1 in 1999 was close to the national average in reading, well above the national average in writing and above the national average in mathematics. In comparison with schools in similar contexts, pupils' performance in the reading tests was well below average; their performance in writing was well above average and their performance in the mathematics tests was close to the average. Whilst there was an underlying trend of higher than average performance in reading between 1996 and 1998, pupils' performance in 1999 was broadly average. In writing, pupils have consistently achieved higher than average standards since 1996, with a marked improvement in their performance occurring in 1999. The trend in mathematics is one of steady improvement from 1996 to 1999.

4. Evidence from the inspection shows that pupils achieve good and above average standards in reading and writing by the end of Key Stage 1. This indicates an improvement in reading but a small decline in pupils' writing performance since 1999. Similar judgements were made at the time of the last inspection, when pupils' attainment in reading and writing was good and above average. Pupils' attainment in mathematics is satisfactory and in line with national averages by the end of Key Stage 1. This was also found at the time of the last inspection. The teacher assessments in science in 1999 showed that pupils' standards were above those found nationally. Evidence from the inspection shows that pupils' achievement

in science is satisfactory and in line with that found nationally. Standards were found to be good and above average at the time of the last inspection. The current Year 2 pupils have had several temporary teachers due to the prolonged absence, through illness, of their teacher. This has had an adverse effect on pupils' progress.

5. The school carefully analyses pupils' performance in National Curriculum assessments. The information is used to determine priorities for development in the core subjects. This has been successful in improving progress and further raising standards, particularly in Key Stage 2. Appropriate targets have been carefully set for pupils' future achievement. Following Key Stage 1 pupils' lower than usual attainment in reading in 1999, additional literacy support has been provided in the current Year 3 class. Those pupils who receive this extra support are making good progress. Co-ordinators of the core subjects undertake reviews of their subjects and complete detailed reports about areas requiring development. Their involvement in regularly monitoring and evaluating teaching has been insufficiently developed. This limits the extent to which the school can make more effective progress towards achieving its targets.

6. Children under five make good progress. Their baseline assessments show that they are above average in most areas of learning, with the exception of their personal and social development, which is below average. They surpass most of the desirable learning outcomes for their age by the time they are five. They work and play well together, talk with increasing confidence and develop good personal skills.

7. In Key Stage 1, pupils make good progress in reading and very good progress in writing. A few pupils in Year 1 have insecure understanding of using different strategies for reading unfamiliar words. Writing skills are developed well and pupils write for a wide range of purposes and audiences. Pupils make good progress in developing a joined style of handwriting. A few pupils with higher prior attainment are sometimes insufficiently challenged. Pupils continue to make good progress in English in Key Stage 2, though there is some inconsistent progress by some pupils with higher prior attainment in the Year 3 and 4 class. This directly relates to the provision of insufficiently challenging work. By the end of the key stage, pupils have made very good progress overall in all aspects of English. They read fluently, their speaking and listening skills are very good and writing is often mature. Speaking skills are good overall in the school and are supported well by many opportunities provided for pupils. By the end of Key Stage 2, pupils use a good range of vocabulary and talk knowledgeably about their work.

8. Pupils have made satisfactory progress in mathematics and science by the end of Key Stage 1. Reception pupils make good progress but some Year 1 pupils make slower progress in their understanding of number. Pupils with higher prior attainment are inconsistently provided with work to extend their learning. Pupils' skills of investigation in science are not secure by the end of the key stage and in the early part of Key Stage 2. Pupils make good progress in mathematics and very good progress in science in the subsequent stages of Key Stage 2. The co-ordinator for science skilfully teaches both subjects in the Year 4 and 5 class. Work is well matched to pupils' differing prior attainment and pupils make very good progress.

9. The younger pupils in Key Stage 1 make good progress in information technology. They operate computers well. Careful planning has been devised for pupils in the Year 1 and 2 class but during the inspection little evidence was seen of pupils using computers regularly. By the end of Key Stage 1, pupils have made satisfactory progress. Progress varies at Key Stage 2, where younger pupils have limited opportunities to use computers. By

Years 4 and 5, pupils have good opportunities to use the computer for a variety of purposes, across subjects. They make good progress in this class. By the end of the key stage, pupils achieve satisfactory standards. Satisfactory standards were also attained at the time of the last inspection, indicating limited improvement since then. Although there is a clear scheme of work, time is inconsistently allocated to teaching information technology. Pupils do not always have equality of access and opportunity in information technology. The development of information technology is a priority for the school and staff training and enhanced resources are expected to improve the quality of teaching and learning.

10. Standards in art are good and above average by the end of both key stages. Work is carefully planned and a good range of techniques is taught. The quality of pupils' work reflects the consistent use of the scheme of work across the school. Pupils make good progress and the subject contributes well to their cultural development. There has been a marked improvement in art since the last inspection, where standards were seen to be satisfactory.

11. Standards are good and above average in design and technology, geography and history by the end of Key Stage 2. Similar standards were found at the time of the last inspection. Pupils make good progress in these subjects in Key Stage 2, supported by teachers' good subject knowledge. Work is carefully matched to pupils' differing prior attainment and the pace of lessons is usually brisk. Pupils make satisfactory progress in these subjects by the end of Key Stage 1. Their attainment is satisfactory and differs from that seen at the time of the previous inspection, when standards were judged to be good and above average. The rate of progress in the foundation subjects is slower in Key Stage 1, largely due to the quality of the planning. There are insufficiently clear objectives for pupils with differing prior attainment in plans for most foundation subjects. Time given to these subjects is also inconsistent. Progress is satisfactory throughout the school in music and physical education.

12. There is a much higher than average time allocated to the teaching of English. This affects time available for teaching the foundation subjects. Timetables show varying allocations of time for teaching subjects, which results in varying progress and inequality of access and opportunity in some classes. The school has worked hard to implement the National Literacy Strategy and has maintained good results in national assessments. The quality of support provided for the teaching of English is good. Volunteers enhance pupils' learning by teaching small groups. The school has yet to establish ways of integrating the existing effective support into the literacy hour.

Pupils' attitudes, values and personal development

13. Pupils have good attitudes to school and enjoy learning. They are keen to come to school and show interest in school life. The older pupils enjoy residential visits. Within the school, pupils are pleased to escort visitors. There are attractive displays and pupils proudly talk about their own work.

14. Behaviour seen during the inspection was good. There have been no exclusions. Bullying was not seen and pupils, informally, stated they were not aware of any bullying. Pupils play well together in the playground at breaktimes. Very young children have a separate playground. The school has high expectations of behaviour and underlines a good moral code through reference to these in assemblies and stated rules, called "Doobies", for example 'Do be kind and caring'. Pupils are courteous and polite. They are trustworthy and

show respect for property. Parents value the school's promotion of good values and behaviour.

15. Pupils share equipment and help each other, such as when working with the computer. They walk sensibly into school and hold doors open for each other. The school has a strong ethos of Christian principles. Pupils know bible stories and other faiths. Their moral development is supported well. For example, pupils know that not all secrets are 'good', such as seen in the Key Stage 2 assembly story of Judas betraying Jesus Christ. Older pupils care for younger children in the playground and Year 6 girls help young children to change at breaktime.

16. The school does not have a school council or similar, but pupils readily accept responsibilities, such as acting as register monitors. Older pupils clear the hall after assemblies and operate the tape recorder and overhead projector during assembly. Where offered, pupils of all ages are pleased to carry out duties, such as setting up computers and inflating footballs. Pupils show initiative, such as when developing ideas for presenting their topic work. At the beginning of each school year, each class works out its own behaviour code, encouraging pupils' sense of responsibility.

17. Relationships in the school are good. Adults are good role models. The pupils respect all adults and work well with them in classes and around the school. Pupils with special educational needs have good support and take a full part in school life, mixing well with other pupils. Pupils respect the property. There are no signs of graffiti, damage or litter. Attendance levels in the current school year are good and are above the national average. Pupils arrive punctually and quickly settle to their work.

18. Staff work hard to promote good attitudes and behaviour. The school cares for its pupils and supports pupils' personal development. These good features have been sustained since the last inspection.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is at least satisfactory and often good. During the inspection, seven per cent of lessons observed were very good, 43 per cent were good and 50 per cent were satisfactory. There was no unsatisfactory teaching. The very good teaching was seen in the Year 4 and 5 class and in the Year 5 and 6 class.

20. In most classes, teachers manage pupils effectively. There is a consistent approach to managing behaviour and this has a significant impact on pupils' learning. The "Doobies" code is understood and followed. Basic skills are taught well. Throughout the school, good support is provided for pupils with special educational needs. This has a positive effect on their attainment and progress. Additional literacy teaching for pupils in the Year 3 and 4 class is good. Pupils in these groups make good progress. Expectations of pupils are good for children under five and at Key Stage 2. The best examples of the efficient use of time and resources were seen in the Year 3 and 4 class and in the Year 5 and 6 class. Support staff are most effectively deployed in the reception and Year 1 class and at Key Stage 2. At Key Stage 2, particularly in the later stages, teachers have good subject knowledge. Teaching methods are effective, with lessons proceeding at a brisk pace. At Key Stage 1, teachers' knowledge and understanding is satisfactory. Teaching methods are sound overall, though the pace of some lessons sometimes deteriorates. Expectations are satisfactory.

21. Overall, planning in the foundation subjects is unsatisfactory. Though the literacy and

numeracy hours are planned to ensure continuity of learning, planning for other subjects has limitations. There are not always clear objectives that are linked to National Curriculum programmes of study. Ongoing assessment is insufficiently used to inform planning and teaching. These weaknesses have a negative impact on continuity and progression and some pupils' progress. The needs of most pupils, including those with special educational needs, are met, but there is sometimes insufficient challenge provided for pupils with higher prior attainment. Teachers' timetables show an imbalance in time allocated to different subjects. The organisation of some lessons at Key Stage 1 sometimes limits effective teaching and pupils' progress. Planning for children under five is unsatisfactory. This limits effective provision in all areas of learning for these children. The newly qualified teacher of the reception and Year 1 class has appropriate knowledge and understanding of how young children learn and is aware of the need to review the planning provided for her.

22. Literacy is a strong feature in the school. Most teachers have good knowledge of English. The school benefits from helpers who regularly work with small groups of pupils. Several are qualified teachers, who work effectively to enhance pupils' understanding, for example, in reading. There is a widespread interest in literature and good examples of pupils' writing are found in many parts of the school. Pupils' literacy skills are often successfully enhanced by work in other subjects, such as history. For example, pupils in the Year 5 and 6 class maturely discussed life at court in Tudor times. They were skilfully questioned and encouraged to contribute by the teacher. Generally in the school, teachers make good use of whole class shared reading time for discussions that include questioning and answering. There is sometimes less efficient use of the literacy hour in developing guided reading.

23. The teaching of basic numeracy skills is good throughout the school. Teachers have good knowledge and understanding. They manage pupils well and make good use of time, support staff and resources. They provide good support for pupils with special educational needs. The numeracy strategy is being implemented and teachers are making satisfactory progress in using the numeracy hour. Planning is satisfactory in some classes, though it is inconsistently so in the whole school. At Key Stage 1, some planning contains insufficient information about objectives. The use of ongoing assessment to inform future planning and teaching is also inconsistent. This sometimes restricts the challenge provided for pupils with higher prior attainment.

24. Teaching in science is satisfactory and sometimes good. The teachers have good subject knowledge. The best teaching was seen in the upper parts of Key Stage 2, where pupils had good opportunities for investigation and experimentation. The subject co-ordinator who teaches the Year 4 and 5 class plans work well, often making effective links with other subjects. For example, pupils' learning about electricity was reinforced by use of the word processor to write accounts of their investigations. The inconsistency in planning between classes leads to variations in standards of work obtained. The management of the pupils is most effective in the older classes at Key Stage 2. Some of the teaching in the early part of Key Stage 2 provides insufficient opportunity for pupils to make good progress in their investigative skills. Pupils showed a lack of understanding of how to undertake co-operative, investigative tasks.

25. In the reception and Year 1 class and in the Year 4 and 5 class, pupils use the computer regularly to support their learning. A few pupils were seen using computers elsewhere in the school during the inspection. There was little direct teaching seen. There is a scheme of work but its implementation across the school is inconsistent. At the time of the last inspection, pupils' attainment in information technology was satisfactory by the end of

both key stages. Little progress has been made in raising standards further. Time is not always allocated to teaching skills in the subject. The deputy headteacher, as co-ordinator, has insufficient time given to him to support colleagues, some of whom have insecure understanding. Similarly, he has insufficient opportunity to monitor standards achieved by pupils.

26. Teachers have good subject knowledge in art. This has a positive impact on standards, which are high. The youngest children in the school produce good quality work. Pupils continue to develop good observational and imaginative skills throughout the school. There is a good scheme of work that is consistently followed, providing continuity and progression. Teachers often use art to complement pupils' learning in other subjects. For example, the history topic about the Tudors provided a wealth of artistic work, such as portraits, fashion designs and the use of different techniques.

27. Design and technology is taught well. Teachers have secure subject knowledge and make good use of a review of previous work to make focused introductions to their lessons. They give clear explanations and instructions and make good use of demonstrations. They make good use of questioning to probe pupils' understanding. Teaching in geography is satisfactory. Teachers are well prepared and make good use of learning resources, including pictures and photographs. They have secure subject knowledge. In lessons seen, teachers made good use of questioning to ensure pupils understand. Planning is undertaken conscientiously but work is not always closely related to the National Curriculum levels. Tasks are not always well matched to pupils' different ages and their differing prior attainment.

28. The teaching of history was good in the limited number of lessons seen. Evidence from planning shows that teachers have secure subject knowledge. Lessons are planned well. Teachers make effective use of learning resources, including books and artefacts. By the end of Key Stage 2, pupils' keen interest in history reflected the good quality of the teaching. In music, teaching is satisfactory. Teachers have sound subject knowledge. They manage their pupils well, make effective use of recorded materials to support their lessons and maintain pupils' interest. In the few lessons seen, the teaching of physical education was mainly good. Teachers have good subject knowledge. They manage pupils well. They select appropriate resources and make efficient use of time. Planning shows suitable content, though there is limited planning for pupils with differing prior attainment.

29. Teachers regularly mark pupils' work, though there is inconsistent use of constructive comments to help pupils to improve the quality of their work. The setting of homework is also inconsistent and staff lack guidance from a whole school homework policy. Overall, the teaching issues from the last inspection report are similar to those found in the current inspection. In particular, there is inconsistent challenge for pupils with higher prior attainment in some classes.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

30. The previous inspection report indicated that the school provided a broad and balanced curriculum that met the requirements of the National Curriculum, religious education and sex education. This is true of the school's current curriculum at Key Stages 1 and 2. The curriculum provided for children under five is unsatisfactory. It lacks provision for experiences in the areas of learning for children under five. Whilst the work for younger

children is often adapted, the resources both within the classroom and more especially, those outside, do not provide adequate stimulation and opportunities for regular investigative, imaginative and physical play.

31. The curriculum for Key Stages 1 and 2 meets the general requirements of the National Curriculum. Sex education and drugs awareness are not taught as discrete subjects but are dealt with in the science curriculum. Whilst the curriculum is broadly based throughout the school, there are imbalances between the times given to different subjects in different classes. The range of times allocated in different classes to the foundation subjects varies considerably. Art and design and technology, for example, each vary from just under an hour to one and a half hours per week of timetabled time. The allocation for music ranges from one half to three-quarters of an hour per week whilst information technology does not have a time allocation in some classes. These variations make for an inadequate pattern of whole school planning and lead to inequalities of educational opportunities for different groups of pupils. The school has established the literacy hour but continues to provide further time for the teaching of some aspects of English that could be integrated into this period. This limits time available for teaching other subjects. Appropriately, the school intends to review the time allocations in line with national guidelines for the next academic year.

32. There is good provision for pupils with special educational needs. The individual educational plans for these pupils are well constructed and kept up to date. Good quality support is provided in the classrooms and the quality of education the pupils receive is good. Parents are involved in the regular reviews and the funds provided for this aspect of the school's work are spent wisely.

33. The school has successfully introduced both the literacy and the numeracy hours. Analysis of the first year of the operation of the literacy initiative indicates that it has had a good impact. However, clear judgements are difficult to establish because of the variations in time allocated to studies in English. It is too early for the school to make judgements on the effect of the numeracy initiative on pupils' performance in mathematics. This will have to wait until the results of the National Curriculum tests are available for analysis and comparison with previous years.

34. Some parents have expressed some concern about the lack of extra-curricular opportunities provided by the school. There is only one after school club in football. There are regular visits to places of interest, including two residential visits, to enhance pupils' learning. Friends of the School visit to support learning in a range of activities.

35. The provision for personal, social and health education is good. Pupils are well cared for by all staff in the school. Pupils are encouraged to express their feelings and to consider others.

36. The local community contributes well to the education provided by the school. Financially, the school is well supported by the Trustees. The Friends of the School are generous with the funds they raise, for example, for the purchase of physical education equipment. The local Mechanics' Institute donated funds for computers and programs to support information technology. The school has use of the village hall and the community is very supportive of the school's musical and drama productions. There are good contacts with the local community through the church for harvest, on All Saints Day and Education Sunday. The Trustees, with the support of the Diocesan scheme, are providing the school's proportion of funds for the new building work.

37. Members of the local community have provided direct support for pupils' learning. For example, a parent gave an illustrated talk about astronomy to the older pupils. The local dog warden talked about her work and Burnley football club has provided football coaching.

38. The school benefits from the part it plays in the rural schools group. The pupils participate in inter-school football and cross-country running tournaments. The headteachers and staff of rural schools share information.

39. The provision the school makes for the pupils' spiritual, moral, social and cultural development is good in each respect, as it was at the last inspection. The Christian basis of the school provides a clear foundation for the good provision for spiritual development. This is undertaken principally through the well-planned assemblies and acts of worship. The links with the church and the visits for worship on special occasions give the pupils insights into their spiritual heritage. The development of the pupils' self-awareness and wonder at the world in which they find themselves is effectively fostered through the curriculum, in art, music and literature. The experience of coming to terms with adventurous activities during the residential trip to Humphrey Head also supports this area of their development.

40. The school's code of conduct, the "Doobies", is prominent throughout the school and is well understood by the pupils. Each class also has its own code of behaviour, devised in consultation with the pupils. The behaviour policy and practices make good provision for pupils to understand why some sorts of behaviour are accepted and others are not. Pupils are encouraged to understand the difference between right and wrong and to behave as they would wish others to behave towards them. These contribute to the good provision for pupils' moral development.

41. Pupils' good social development is enhanced by the provision of various responsibilities concerned with the everyday running of the school. This ranges from collecting the registers to choosing and playing the music for assembly, for which the pupils volunteer. The older pupils also help with the younger children at playtimes. The school is involved in village activities. The involvement of the village institutions in the school provides pupils with good insights into the ways in which a community functions and of the part they can play in it.

42. The provision for pupils' cultural development is good. Work in literature, art, music, dance and history provides the pupils with insights into their own cultural background. There is an annual celebration of the arts and a book week to support the provision. A range of artists, authors and storytellers visit the school. Events such as the visit to the Bradford Multi-faith Centre, provide insights into the range of cultures in modern day Britain. Pupils have opportunities to study cultural activities from different faith and ethnic communities so that they become familiar with the multicultural richness of society. These aspects of the school's life are strengths and provide an important element in the overall educational effectiveness of the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school has good regard and care for pupils' welfare and has good procedures for their support. The headteacher is the designated person responsible for child protection and follows all local authority procedures. The school has appropriate contact with support agencies. This includes a local special school for the very good support offered to one pupil.

44. The school has appropriately trained staff in first aid procedures and minor accidents are dealt with in a helpful and caring manner. The deputy headteacher has responsibility for health and safety in the school and discharges these duties well.

45. The school has very good procedures for promoting and monitoring attendance. Parents respond very well by providing notes to explain absences. Levels of attendance in the current school year are above the national average. Good behaviour is expected and the greater majority of pupils react very well. The school's "Doobies" behaviour code provides a positive guide to pupils. In a few lessons, a very few pupils' behaviour was less than satisfactory. The management of these pupils was not always effective. There have been no exclusions and there are suitable procedures for eliminating oppressive behaviour, should this occur.

46. At Key Stages 1 and 2, teachers gather a considerable amount of information about pupils' attainment but do not always use this information to inform future planning and teaching. Some individual targets are stated in mathematics. Teachers know the pupils well and have retained a detailed analysis of standard test scores over some years. Whilst baseline assessments are undertaken with the youngest children in the school, there is no effective system of monitoring children's progress. Overall in the school, there is insufficient use of ongoing assessment to monitor attainment and progress. The school meets requirements for pupils' annual reports but these show inconsistent amounts of information about pupils' progress. Marking does not always provide constructive guidance in ways for pupils to improve their work. Parents indicate support for the school's procedures for support, guidance and welfare. Some parents indicated that they would like more information about their children's work.

47. Although no formal sex education is taught, teachers answer pupils' questions as they occur, in a sensitive manner, recognising the importance of family life. The school provides a safe and caring environment for its pupils. They are much valued and supported and this contributes very well to pupils' achievements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Most parents are very happy with the school and value its Christian ethos and caring approach. They are happy with their children's achievements. They feel that the school is managed efficiently. There are some parental concerns. Most parents agree with the amount of homework provided. Some parents were dissatisfied and their written comments stated that they tended to disagree about the quantity and the consistency of homework in the school. The school lacks a policy for homework to ensure consistency.

49. Whilst most parents are happy with information provided about their children's progress, a number feel they lack information about their children's progress. The school values parents' views and received a full return of the home-school agreements. Examination of the newsletters and letters sent to parents indicates that the school keeps parents well informed about school life and work. Of particular commendation was the detail sent to parents about a residential course. The school provides three parents evenings to discuss progress and to view pupils' work. Parents can meet with teachers to discuss the content of pupils' annual reports of progress, sent in the summer term. Very few parents express concerns. The reports provide information about what pupils have achieved but do not always give a clear picture of their progress.

50. The school is very well supported by a large number of parents who help in classes and give additional reading support. One parent gives environmental support in gardening. There is an active Friends of the School group that has provided good funds to purchase resources such as computer equipment and books. The Friends of the School events are published in the Parish (Church) Magazine and are well supported by the community. A notice board in the front entrance of the school provides good information for parents. Some parents suggested a 'suggestion box' would improve communication with the school.

51. The partnership with parents was seen as a strong feature of the school at the time of the last inspection. This has been maintained. There are good links with parents and these have a good impact on pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and management of the school are based on good aims and values. The headteacher has a clear vision for the school and is an efficient administrator. He has a good knowledge of how the school is functioning from his visits to classes and his careful observation of what is being undertaken. The deputy headteacher supports this work. They share this knowledge with the governing body. There is good and profitable co-operation between the headteacher and the chair and vice-chair of the governors, both of whom are regular and frequent visitors to the school. This good working relationship enables the governing body to fulfil its responsibilities effectively and to ensure that its efforts are directed to maintaining and improving the standards of education in the school. The good ethos of the school has a positive impact on standards.

53. Governors have accepted the increased roles delegated to them and individual governors are taking an interest in areas of the school's work, such as in literacy, numeracy and special educational needs. Where it has been available, they have undertaken training to make their contribution to the work more effective. The good level of involvement of the governing body ensures that they are aware of the needs of the school. The headteacher monitors the work of the school effectively and this information is shared fully with the governors so that they are informed fully about current issues. Individual subject co-ordinators contribute by monitoring planning. Some regularly scrutinise pupils' work in their subjects. This varies in quality and is most effective in the core subjects of English, mathematics and science.

54. The school has experienced some difficulty as a result of the long-term intermittent illness of a member of the staff. The school's management had to overcome the considerable difficulties of finding temporary teachers for one class. The effects of this on the pupils' education have now been minimised by the provision made by the headteacher and governors to support the teacher and provide continuity for the pupils.

55. The provision for the induction of new staff is good. There is a useful staff handbook that provides clear information for teachers. The headteacher is a conscientious mentor for the newly qualified teacher. This has been effective in identifying and supporting her progress and indicates that the school has the potential to be a provider of initial teacher training.

56. The school is in the early stages of appraisal and performance management. The key issue from the last inspection report concerning the simplification of the school development plan has been addressed. The current, simplified format of the plan lacks some useful information such as dates for implementation of items, the identity of the people

responsible for the work and the means of judging success. At the time of the last inspection, co-ordinators were seen to have insufficient time to monitor standards and the quality of pupils' work. This issue has been partially addressed. Some co-ordinators have visited classes to monitor teaching and learning. The provision of regular opportunities for them to monitor the teaching of their subjects has not yet been established.

57. The school's targets for Key Stage 2 English and mathematics results are based on careful analyses of test results and teachers' assessments. The actions taken to ensure that they are met are effective. The headteacher maintains a close overview of pupils' performance in the National Curriculum assessments, as a means of identifying priorities for improvement.

58. The finances of the school are efficiently managed. Good and proper use is made of specific grants and other funds from the Trustees, as well as local agencies such as the Friends of the School and the Mechanics' Institute. The budget is carefully drawn up, matched to the longer-term aspirations and immediate priorities. The governors, headteacher and staff contribute to the development plan.

59. The finance officer ensures that the principles of best value are adhered to in all transactions. She maintains a clear view of the day-to-day position of the school's finances, particularly of the status of special grants. The school's accounts have been audited and found to be accurately and efficiently kept. There is good use of new technology for maintaining the school's accounts. The principles of best value are used well.

60. There are sufficient teachers with appropriate qualifications and experience for the needs of the school. The support staff are used well and provide good assistance to the teachers and pupils, enhancing the quality of education provided.

61. The resources provided are satisfactory for most subjects, except for geography. The provision made for the children under five years of age is unsatisfactory. Resources for music and for literacy are good though the number, range and quality of the library books is unsatisfactory.

62. The accommodation provided in the school in all the classrooms except one is limited. The staff room is inadequate for the number of staff and the office lacks sufficient space for comfortably efficient working. The room provided for the class that includes the children under five lacks adequate space for sand and water play. Room for floor play and imaginative role-play is limited. Recently, approved building plans will meet some of these needs but those applying to the younger children are not included in these plans

63. The leadership and management of the school is effective in matching the work of the school to its aims, maintaining the balance between Christian pastoral concerns and the need for academic rigour.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards and the quality of education, the governing body, headteacher and staff should:

- ◆ review the curricular provision in the school by;
 - *establishing appropriate time allocations for subjects to ensure balance;*

- *devising a curriculum for children under five that provides experiences in all areas of learning;*
- *agreeing a homework policy to improve consistency in the setting of homework;*

(paragraphs 9, 12, 21, 24, 29, 30, 31, 48, 71, 90, 100, 101, 110, 115, 116 and 142)

- ◆ improve progression and continuity in the foundation subjects by;

- *including clear objectives that are linked to National Curriculum programmes of study in teachers' plans;*
- *making more effective use of on-going assessment to inform planning and teaching;*
- *providing regular opportunities for co-ordinators to monitor the teaching of their subjects;*

(paragraphs 5, 7, 8, 11, 21, 23, 24, 25, 27, 28, 46, 56, 72, 115, 117,124 and 130)

- ◆ improve the accommodation provided for the youngest pupils, which lacks sufficient space for all learning experiences

(paragraphs 64 and 71)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These can be found in paragraphs 49, 61, 91 and 137:

- ◆ improve the range of library books.
- ◆ provide more information in pupils' annual reports about their progress.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

40

Number of discussions with staff, governors, other adults and pupils

30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	7	43	50	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	No of pupils
Number of pupils on the school's roll	145
Number of pupils eligible for free school meals	5

Special educational needs

	No of pupils
Number of pupils with Statements of Special Educational Need	2
Number of pupils on the school's special educational needs register	18

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupils mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	5	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 or above	Boys	10	11	11
	Girls	5	5	5
	Total	15	16	16
Percentage of pupils at NC level 2 or above	School	88 (77)	94 (82)	94 (95)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		Reading	Mathematics	Science
Numbers of pupils at NC level 2 or above	Boys	11	11	11
	Girls	5	5	5
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	94 (87)	94 (100)	94 (95)
	National	82 (80)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	11	19

National Curriculum Test Results		English	Mathematics	Science
Numbers of pupils at NC level 4 or above	Boys	6	5	6
	Girls	10	9	11
	Total	16	14	17
Percentage of pupils at NC level 4 or above	School	84 (83)	74 (75)	89 (96)
	National	70 (64)	69 (58)	78 (69)

Teacher Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 or above	Boys	10	11	11
	Girls	5	5	5
	Total	15	16	16
Percentage of pupils at NC level 4 or above	School	69 (87)	74 (91)	94 (87)
	National	68 (64)	69 (64)	75 (70)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	145
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	24.1:1
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	63

FTE means full-time equivalent.

Financial information

Financial year	1998/99
	£
Total income	217,872
Total expenditure	215,162
Expenditure per pupil	1,415
Balance brought forward from previous year	8,788
Balance carried forward to next year	11,688

Results of the survey of parents' and carers'

Questionnaire return rate

Number of questionnaires sent out:	102
Number of questionnaires returned:	46

Percentage of responses in each category

	Strongly agree	Tend to Agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	55	41	2	2	0
My child is making good progress in school	48	44	4	0	4
Behaviour in the school is good	57	41	2	0	0
My child gets the right amount of work to do at home	30	50	18	0	2
The teaching is good	46	46	2	0	6
I am kept well informed about how my child is getting on	35	37	26	0	2
I would feel comfortable about approaching the school with questions or a problem	59	28	13	0	0
The school expects my child to work hard and achieve his or her best	59	35	4	0	2
The school works closely with parents	28	61	7	4	0
The school is well led and managed	52	42	2	0	4
The school is helping my child become mature and responsible	44	47	7	0	2
The school provides as interesting range of activities outside lessons	13	28	13	33	13

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

64. Children under five are taught in the reception and Year 1 class. At the time of the inspection 11 children had yet to reach their fifth birthday. Baseline assessments indicate that children are above average in most areas of learning, with the exception of their personal and social development, which is below average. They settle quickly to school routines and make good progress. Evidence from the inspection shows that by the time they are five, children are likely to surpass the desirable learning outcomes for their age in all areas of learning.

65. Children show lower than average personal and social skills when they begin school. The strong focus placed on developing these skills ensures that children quickly develop increasing confidence and good relationships. Children are encouraged to become independent. They become confident when speaking with adults and develop good interpersonal skills. Role-play, such as that seen in the class “medical centre” encourages them to talk, question and express their feelings. Similarly, children are effectively encouraged to ask and answer questions during all other activities. The teacher and support staff provide sensitive and caring guidance that enhances children’s development. All children are made to feel valued and they have a good awareness of their learning. Children show enthusiasm and their intellectual, physical and creative effort is good.

66. In language and literacy, children have satisfactory listening skills. A few have difficulty in listening for sustained periods. Their speaking skills are good. Children contribute their ideas willingly and speak clearly. For example, in a mathematics lesson they confidently explained the rules of a game that involved number recognition. In their early reading, children confidently retell a familiar story. They recognise that print conveys the story, with some being able to identify individual words. Children know that there is a title and turn pages in the direction of the story. They use illustrations well to support their understanding. Most children recognise captions and labels around the room. Children hold pencils and other writing tools with good control. Most write their names independently and they recognise other children’s names. Children form letters well, providing a good foundation for the good standards of handwriting that are seen by the end of Key Stage 1.

67. In their early mathematical development, children count confidently up to 100. In one lesson, they sang counting songs that involved counting forwards and back. When playing a number recognition game, children easily identified number patterns on a dice. They adeptly matched the amount with cubes and numbers. In some cases, children selected two numbers, such as 1 and 5, placed them together and explained that these showed the number 15. Children count in two’s and show good understanding of simple addition and subtraction. They recognise shapes such as a circle, rectangle and square.

68. Children have good knowledge and understanding of the world. They understand that things change over a period of time. For example, they recognise changes in themselves from infancy to the present day. Children know that plants grow from seeds, as they grow their sunflower seeds and watch their progress. They know that their lives differ from those in other places. For example, in learning about Kevin, a koala bear from Australia, they understand differences between the weather there and in their own country. They learn that Kevin brings a warm coat and jumper for his visit to the British Isles! Children recognise the

contribution of information technology to their learning. When using the computer, they use the mouse confidently to pursue a game, such as when using “Millie’s Maths House” to learn about size. In learning about the use of their senses, children predict the colours of jellies with particular flavours. They begin to understand the need for fair tests and methods of recording their results.

69. In their physical development, children work well with malleable and construction materials. They use construction equipment well, beginning to follow instructions for building different models. Children quickly learn to hold and control pencils and other writing tools. They build towers, using small interconnecting cubes, showing good manipulative skills. They cut and stick carefully, such as when collecting pictures of items used in the home from magazines. Children make good progress in developing independence when, for example, changing clothes for physical education. In a lesson seen, children marched in time to the music of “The Grand Old Duke of York”. They made good use of space and showed good awareness of the effect of physical exercise on their bodies.

70. Children’s creative development is good. The quality of their drawings and paintings showed good use of imagination and good observational skills. They have good knowledge and understanding of the work of different artists. For example, children appreciated Picasso’s style and techniques and produced good portraits in his style. They compared his artistic style with their own. Art is used effectively in the classroom to support learning in other areas, such as language and literacy. For example, in displays, children’s prints on hands surround the letter “h”, whilst those on petals surround the letter “p”. In the medical centre, children enact various scenarios such as visits by parents and babies. The “doctor” and “patient” conduct realistic conversations and examinations. “Appointments” are made and children devise creative scenarios during their play. There are good opportunities provided for them to talk about their ideas, supporting their good creative development.

71. The stimulating opportunities provided for children enhance their rate of progress. The newly qualified teacher is following plans provided by the school that focus on National Curriculum Key Stage 1 programmes of study. She is acutely aware that the needs of all children under five are not fully met. Most children’s prior achievement is good and above average. They surpass the desirable learning outcomes for their age by the time they are five. To some extent, their needs are met as their academic achievements show they are ready to begin National Curriculum programmes of study before they are five. The current planning of the curriculum does not adequately provide activities in the areas of learning for all children, whose early experiences vary. Children, including those with limited prior experience and with special educational needs, lack appropriate opportunities for a range of play. There are no water and sand activities. There is no dedicated outdoor play area with large toys and equipment and space in the classroom is limited. Additionally, the classroom has a limited source of light. Windows are very small and at a high level.

72. The quality of teaching in all aspects is at least satisfactory and often good, though the newly qualified teacher lacks the guidance from an appropriately planned curriculum for children under five. The teacher has good knowledge and understanding of young children’s development. In practice, the teacher shows good awareness of children’s differing prior experience and achievement. Lessons are carefully organised and resources are well prepared. The teacher is sensitive to children’s differing needs and works hard to provide a range of experiences. Whilst aware of children’s varying achievement, the teacher lacks the support of established assessment and monitoring procedures that provide ongoing information about children’s progress.

73. The classroom accommodation and resources are used as well as possible to provide

a range of learning areas. For example, there are reading, writing and role-play areas, though these are organised within limited space. Labels and captions are liberally displayed to enhance children's literacy skills. There are attractive displays of children's work and resources are stored efficiently.

ENGLISH

74. In the 1999 National Curriculum assessments at the end of Key Stage 2, pupils' attainment in English was very good and well above the national average. A much higher than average number of pupils attained levels that were well above the national average. Compared with schools in similar contexts, pupils' performance was well above average. Taking the four years 1996 to 1999 together, pupils' performance in English at the end of Key Stage 2 was well above the national average. Girls consistently attained higher results than boys during this period.

75. At the end of Key Stage 1 in 1999, pupils' attainment in reading was close to the national average. The number attaining higher than average levels was well below the national average. Compared with schools in similar contexts, pupils' performance was well below average. Over the four years from 1996 to 1999, pupils' performance in reading was above the national average. There was no significant difference between boys' and girls' attainment over the last four years. However, there was a marked decline in pupils' performance in reading in 1999, compared to the consistently higher than average results in the previous three years. This was due to the nature of the cohort, where several pupils had special educational needs.

76. Pupils' attainment in writing at the end of Key Stage 1, in the 1999 National Curriculum assessments was very good and well above the national average. Both boys and girls attained very well and well above the national average. In comparison with similar schools, pupils' performance at the end of Key Stage 1 was well above average. Over the last four years, pupils' writing performance was well above the national average. In 1999, teacher assessments show that most pupils had good speaking and listening skills by the end of Key Stage 1. The number of pupils displaying higher than average speaking and listening skills was similar to that found nationally.

77. Inspection evidence reflects the results seen in the National Curriculum assessments at the end of Key Stage 2. Attainment in English is very good and well above the national average by the time pupils are 11. There is no significant difference between boys' and girls' achievement. The school has undertaken analyses of pupils' performance over the last four years and has identified that there are differences in results attained by boys and girls. Various reasons have been found, including the proportion of boys and girls in each cohort. Some cohorts have comprised boys with special educational needs, whose performance reflected their lower prior attainment. A further reason determined by the school is that some boys have a lack of interest in reading. During the inspection, boys in the current Year 6 class showed interest in their reading and it was of a high standard.

78. Evidence from the current inspection shows that by the end of Key Stage 1, pupils have good speaking and listening, reading and writing skills. The youngest pupils develop attentive listening skills and speak clearly. For example, in a mathematics lesson, reception pupils listened carefully to instructions and explained their methods of counting and ordering numbers well. Whilst most older pupils in the key stage continue to develop good speaking and listening skills, some Year 1 and 2 pupils lack concentration and are reluctant to contribute to discussions. Some younger pupils in Key Stage 2 continue to lack concentration. Some displayed this when listening to and discussing the poem "Cargoes", by John Masefield. Similarly, some pupils were insufficiently attentive when listening to

introductions in other lessons, such as art and mathematics.

79. Towards the end of Key Stage 2, pupils develop very good speaking and listening skills. For example, when studying information in books, pupils were attentive and learned how to effectively locate answers to questions. Teaching was very good in this lesson, providing challenge and stimulation for all pupils. Pupils used good vocabulary, such as “hibernation” and “metamorphosis” in their discussion about frogs. They were encouraged to explain what they were doing and why. Their speaking and listening skills are very good and well above average.

80. By the end of Key Stage 2, pupils’ speaking and listening skills are well developed and they show considerable maturity in their speech. They listen attentively. A very good example was seen in a discussion about *Oliver Twist*, where pupils skilfully analysed the style used by Charles Dickens. Pupils also displayed a good knowledge of complex vocabulary, such as “temerity”. The good links made between speaking and listening, reading and writing in this class, enhance pupils’ literacy skills. Pupils know and discuss the various methods used to punctuate writing, including the use of colons and semicolons. They recognise and use a range of ways to extend and connect sentences. Class discussions are stimulating, use appropriate language and reveal pupils’ very good understanding of English. The very good quality of teaching has a significant impact on pupils’ achievement and progress.

81. The youngest pupils in the school develop good reading skills. They enjoy reading and know books have an author, title and illustrations. They read a good number of familiar words and use their understanding of letter patterns to help them to identify unfamiliar vocabulary. Whilst most pupils in Year 1 continue to make good progress, a significant minority of Year 1 pupils in the reception and Year 1 class lack knowledge of strategies for reading unfamiliar words. In the Year 1 and 2 class, younger pupils develop good understanding of letter patterns. For example, they quickly find and suggest words with similar patterns in the big book “*Sounds and Words*”. By the end of Key Stage 1, pupils show good understanding of stories and characters, such as “*Little Red Riding Hood*”. In a lesson observed, Year 2 pupils successfully identified the main characters’ thoughts. These were then recorded well, using an appropriate style of writing.

82. Pupils in the early part of Key Stage 2 continue to develop good reading skills. Additional literacy support is provided for pupils in this class whose performance in reading was less satisfactory in the 1999 National Curriculum assessments. This is successfully improving their rate of progress. Most pupils anticipate and predict what might happen next in a story and understand the ways in which stories are developed. This was seen, for example, when pupils planned the three bears’ visit to Goldilocks’ house. Most developed imaginative ideas and used good description. By Year 4, pupils’ reading is good and above average. Those with higher prior attainment read aloud accurately and fluently, with good expression. Pupils recognise differences between fiction and non-fiction. For example, a group of Year 4 pupils confidently described ways in which facts are represented. They quickly deduced information by using diagrams and illustrations that supported information about dinosaurs. In the Year 5 and 6 class, pupils read “*The Summer of the Swans*”, by Betsy Byars confidently. They recognised the use of a dash as a method of punctuating writing. Those who read aloud to inspectors were all fluent readers who stated their preferences in reading. Most read and enjoy good quality books, including poetry.

83. Writing is well developed throughout the school. Pupils achieve very good standards by the end of both key stages. At Key Stage 1, younger pupils quickly learn to write well-formed letters. They use writing implements well and record their work neatly. By Year 1,

they write sentences to tell a simple story. Not all are appropriately punctuated. Pupils make good progress and by the time they are 7 standards are very good. Pupils use good methods to connect ideas in sentences. Most work is correctly punctuated. Pupils write for different purposes, such as writing letters to a friend. They begin to identify and use different writing styles that include formal and informal language. Pupils' handwriting is joined and presentation is neat. In the early part of Key Stage 2, where some pupils receive additional literacy support, some with lower prior attainment have yet to use punctuation consistently and a few have difficulty in distinguishing upper and lower case letters. Most Year 3 and 4 pupils write sentences that are increasingly more complex and use a good range of vocabulary.

84. Older pupils in Key Stage 2 continue to write for a wide range of purposes. They write accounts of visits and letters. Good examples of letters included those concerning a bypass for their village. Pupils use the word processor well to write about their scientific investigations, such as those involving electrical circuits. Pupils compose poetry and autobiographies, summarise books for book reviews and develop good imaginative writing. In comprehension work, such as in answering questions about life in Tudor times in a history lesson, pupils write well-constructed sentences. Their handwriting is mature and work is presented neatly. A good feature of the work includes the opportunities provided for pupils to check their writing. This contributes well to their evaluation of their own performance.

85. Pupils make good progress in English throughout the school. A small number of pupils in some of the younger classes require regular encouragement to concentrate. At times, the rate of their progress is slow, particularly where they are given insufficient reminders to complete tasks within a set time. Pupils with special educational needs make good progress. Their individual education plans are good and provide clear targets for improvement. They receive effective additional support. Pupils with higher prior attainment usually make good progress, though a few in Years 1, 2 and 3 sometimes receive insufficient challenge. This was also found at the time of the previous inspection.

86. Response in English lessons is good. Pupils enjoy literature. The whole class, shared reading time in the literacy hour often provides good opportunities for pupils to enhance their literacy skills. Discussions during other lessons support and reinforce pupils' literacy skills. For example, pupils effectively discussed differences between Skipton and Carleton in a Year 3 and 4 geography lesson. Similarly, when designing a puppet, pupils in the Year 1 and 2 class successfully evaluated their finished products. In considering the features of writing, pupils increasingly use the recognised conventions of punctuation. In work on grammar, they enjoy contributing their ideas.

87. The quality of teaching is at least satisfactory and sometimes very good. The best teaching, which was very good, was seen in the Year 4 and 5 class and the Year 5 and 6 class. The impact of the very good teaching was reflected in the high standards of work produced by pupils in these classes. Teachers' subject knowledge is good. Lessons were planned efficiently and ensured challenge for all pupils. Tasks were extended to meet the needs of those with higher prior attainment, whilst good consideration was made for those with lower prior attainment. Pace was good and pupils were given clear time limits for completing work. Introductions and conclusions were effective. They ensured that pupils clearly understood the extent of their success. In the other satisfactory lessons, whilst lessons contained appropriate content and objectives, pace was not always brisk. In a few cases, teachers had insufficient interaction with all pupils. This sometimes resulted in pupils losing concentration and a lack of urgency to complete their work. In a very few cases, the organisation of the literacy hour reduced the opportunity for guided reading. Support staff are usually well deployed and the subject benefits from voluntary support from friends and

parents who teach small groups.

88. Although the literacy hour has been well established overall, there are a few limitations to its successful implementation. This largely concerns the planning for pupils with differing prior attainment, which is inconsistent between classes. The best planning was seen in the upper stages of Key Stage 2. Most planning shows appropriate content and progression, as advised in the strategy. Planning insufficiently takes into account pupils' differing needs. Most plans currently distinguish work only according to pupils' ages. The system of planning sometimes results in insufficient challenge being provided for pupils with higher prior attainment.

89. Assessment in English is satisfactory. The school carefully analyses pupils' attainment in the National Curriculum assessments and uses these to determine priorities for teaching. Other standardised tests are used when required. Pupils' reading progress is recorded and teachers maintain records of pupils' progress in different aspects such as early word building skills. Following analyses of performance, the school has identified the need to improve the range of books that might interest boys and improve their reading performance. The school has yet to make effective use of ongoing assessment to inform planning and teaching. Marking is generally good. Most teachers include constructive guidance for pupils to help them to improve. Homework is inconsistent in the school and there is no policy.

90. The policy and scheme of work have been partially updated to include reference to the literacy hour. There is helpful information about aspects of English. These require further review to ensure consistency of teaching and organisation. Additional time is spent on group reading and comprehension exercises, using a published scheme. This has been a long established routine in the school. Daily time is also provided for pupils to read silently from their chosen books. In practice, in some classes, group reading and comprehension work is insufficiently developed within the literacy hour. The total time allocated to English is too high and well above that recommended. Information technology is insufficiently used to support pupils' learning in English, though the school is beginning to address this through staff training.

91. There is satisfactory leadership of English. The co-ordinator has good subject knowledge. She supports teachers in their planning but has no involvement in the scrutiny of pupils' work across the school. Time has been provided for the co-ordinator to monitor teaching in the school. Resources are adequate for most aspects of English. The school has acquired a range of books and materials to support the teaching in the literacy hour. A good range of fiction is provided for pupils in their classrooms. The school libraries have an insufficient range of good quality books to reinforce learning in most subjects. During the inspection, few pupils were seen to use the libraries for independent research. The accommodation is satisfactory for teaching English.

MATHEMATICS

92. Pupils' performance in the National Curriculum tests at the end of Key Stage 2 in 1999 was in line with the national average. The percentage of pupils attaining a higher level was below the national average. When these results are compared to those of similar schools, pupils' performance was well below the national average. Girls performed at a significantly higher level than the boys. There was a significantly higher percentage of boys on the register for pupils with special educational needs. Also, there was a late transfer into the school of three boys with lower prior attainment.

93. Over the last four years, pupils' performance at the end of Key Stage 2 in National Curriculum assessments has been above average. In 1999, their performance was close to the national average. Taking the four years together, pupils' performance was above the national average. During the current inspection, evidence indicates that pupils' attainment at the end of Key Stage 2 is above the national average, with a significant number of pupils attaining a higher level. This continuing improvement is a result of consistently good or very good teaching in the middle and top classes of Key Stage 2. The additional booster classes in Year 6 have also had a positive impact. The previous report showed that standards were high.

94. Pupils' performance in the National Curriculum tests at the end of Key Stage 1 in 1999 was good and above the national average. In comparison with similar schools, pupils performed in line with the national average. The previous report showed that standards of attainment were in line with the national average. National Curriculum assessments show that there has been a steady improvement from 1996 to 1999. During the current inspection, evidence indicates that pupils' attainment is in line with the national average. Pupils' attainment and progress have been adversely affected by a lack of continuity of teaching, though this has now been successfully resolved.

95. At Key Stage 1, Year 1 pupils count in two's and five's. The Year 1 pupils in the reception and Year 1 class are less secure than those in the Year 1 and 2 class in ordering and counting numbers in sequence. This was seen during a lesson involving the number of rosettes awarded to four imaginary horses. Pupils in both classes have a secure understanding of shape. By the end of the key stage, pupils' attainment is in line with the national average. Pupils use different strategies when mentally adding and subtracting. For example, they double, use near doubles and count to the nearest 10. They understand place value. Most order numbers using two digits and those with higher prior attainment order three digit numbers. They know the coins and give change from up to £1. They partition sets into quarters and halves and understand half and quarter turns. They use centimetres and grams when measuring length and weight and recognise regular two and three-dimensional shapes.

96. At Key Stage 2, pupils develop confidence in number, shape, space and measures. By the end of the key stage, pupils' attainment is above the national average and a significant number of pupils attain higher levels. Pupils are confident when working with numbers. They have a good understanding of place value and can use all four operations to solve a range of problems. They convert fractions to decimals and percentages and understand multiples and factors. Most have some understanding of square numbers. They understand co-ordinates. They use simple language of probability. The work with shape is particularly strong. Pupils record faces, edges and vertices of three dimensional shapes and calculate perimeters and angles. They identify different types of triangle and angle and measure and construct angles accurately.

97. Pupils make satisfactory progress at Key Stage 1 but the rate is uneven. Most pupils in reception and Year 1 make good progress. Progress is slower for some Year 1 pupils and pupils in Year 2. Pupils with higher prior attainment are not consistently challenged and their progress is more limited. Pupils make good progress throughout Key Stage 2. Pupils with special educational needs are supported well and make good progress in both key stages. When teachers plan work for pupils' differing prior attainment, there is good progress. This practice is not consistent through the key stage.

98. Pupils' attitudes to learning are rarely less than satisfactory. They are mostly good

and sometimes very good, particularly in the top two junior classes. Pupils are enthusiastic about their work and are keen to be involved. They behave well, listen attentively, work at a good pace and take pride in the presentation of their work. On rare occasions, pupils do not pay attention and talk amongst themselves.

99. In Key Stage 1, the quality of teaching is never less than satisfactory. Teaching was good in one half of the lessons observed. Teachers manage their pupils well and make good use of the support of non-teaching assistants. They involve pupils actively in their learning and give clear instructions and explanations. In Key Stage 2, the quality of teaching was good and very good in nearly three-quarters of the lessons observed. In the best lessons, teachers' secure subject knowledge ensured that pupils were highly motivated. They set challenging tasks, gave clear explanations, instructions and demonstrations. They made very effective use of questioning and maintained a brisk pace. In the school overall, teachers insufficiently focus their planning on specific learning objectives. The use of assessment to inform planning is inconsistent and unsatisfactory. This often results in insufficient challenge being provided for pupils with higher prior attainment.

100. Each unit of work is assessed as part of the scheme and record sheets are completed but these do not indicate National Curriculum levels. In Key Stage 1, pupils' booklets contain assessment opportunities. Where these are completed, they make a useful contribution to pupils' learning but the booklets are not used in a systematic way. Work is regularly marked. There are some useful comments but constructive advice to further pupils' learning is not used consistently. Individual pupil targets are set. Where these are shared with the pupil and referred to regularly, they make a useful contribution to learning but they are not used consistently throughout the school. Homework is not set consistently in some classes.

101. The subject is effectively co-ordinated. The National Numeracy Strategy is being implemented and teachers are adjusting to the new structure of the lessons. Appropriate in-service sessions have been held. The co-ordinator sees medium-term plans and offers advice but has not yet monitored classroom practice in most classes. There is some use of information technology to support the work in mathematics. For example, the program "Maths Blaster", is used by a non-teaching assistant to support a pupil with special educational needs. "Pinpoint" and "Graphit" are used in the Year 5 and 6 class for data handling and for making graphs. However, there is irregular planning for the contribution of information technology. Some use is made of mathematical skills to support other subjects, such as in the use of co-ordinates in geography but, similarly, this is not systematically planned.

102. Resources are satisfactory. A new scheme, selected in consultation with all the staff, was introduced in 1997 but its use has now had to be modified to meet the new demands and some additional resources are required. The accommodation is satisfactory.

SCIENCE

103. At the end of Key Stage 2, the percentage of pupils who achieved average standards or above in the 1999 National Curriculum assessments was above the national average. The proportion of pupils attaining beyond average standards was close to the national average. Pupils' performance over the past four years has varied, with pupils' performance in 1998 being well above average. When compared with similar schools, the school's performance

for pupils attaining average standards and above was broadly in line with the average. Those attaining higher standards were below the average for similar schools. There was no significant difference between boys' and girls' performance over the last four years.

104. At the end of Key Stage 1 in 1999, teacher assessments indicated that pupils' performance was above the national average in most aspects of the subject. Pupils performed well and above average in the study of materials and their properties, physical properties and in experimental and investigative science. A higher than average proportion performed well above the national average in all aspects of science. Evidence from the current inspection indicates that the performance of the present Year 2 pupils is likely to be lower than that seen in 1999, though by the end of Key Stage 1, pupils achieve satisfactory standards.

105. The previous inspection report indicated that standards in science were "above average at Key Stage 1 and well above and often high at Key Stage 2". The observation of science lessons and the scrutiny of work during the current inspection indicate that standards are very good by the end of Key Stage 2. A high number of pupils are likely to achieve well beyond average standards. Particularly in the older two classes, the pupils have been successfully encouraged to relate new learning to what they have done in previous years. Throughout the school, pupils are challenged to use proper scientific terms with precision. These improvements are the result of the careful analyses of previous results by the science co-ordinator.

106. Pupils in Key Stage 1 know a good deal about themselves and about their senses. They recall work done earlier in the term and use that to develop new knowledge. They readily use the correct scientific terms and take a pride in using these. For example, in the reception and Year 1 class, pupils recognised recorded sounds, such as the ticking of clocks, chiming and the sound of an electric razor. They clearly explained their findings, showing good understanding of their sense of hearing. In the Year 1 and 2 class, pupils listed the sounds they had listened to, during work on their topic about themselves. There was insufficient adaptation of work for pupils of different ages and with differing prior attainment. This was also seen in work set for pupils in Years 3 and 4.

107. At Key Stage 2, younger pupils studied the effect of dissolving various substances, including salt, sugar and sand. They observed carefully and described the process appropriately. Pupils lacked involvement in developing the tests, limiting their experience in experimental and investigative science. Older pupils in the key stage have good understanding of physical processes. They understand electrical circuits and recognise the need to match the strength of bulbs to the voltage of batteries. They understand and make predictions based on previous knowledge. By the end of the key stage, pupils set up experiments to test their hypotheses. They are carefully helped to separate predictions from the tests. This enhances pupils' understanding of the principles involved. Pupils clearly understand the principles of fair testing and show good scientific understanding. This was seen, for example, in their work on the solubility of different substances. Pupils worked successfully as members of groups and discussed their results maturely.

108. Progress is satisfactory overall in Key Stage 1 and in the early part of Key Stage 2. Pupils' knowledge and understanding is sound, but progress is sometimes restricted by pupils' uncertainty of how to conduct effective investigations. The slow pace of some lessons limits the rate of progress. Pupils with higher prior attainment do not always make sufficient progress. Pupils with special educational needs make good progress, being supported well by non-teaching staff. Older pupils in Key Stage 2 make good progress overall. They make very good progress in Years 4 and 5, reflecting the good quality of the teaching.

109. Pupils usually respond well, showing interest in science. Most listen carefully and follow instructions. The older pupils in the school have enthusiasm for the subject and work conscientiously. A few of the younger pupils in the school lack sustained concentration.

110. The quality of teaching in both key stages is satisfactory and sometimes good. The teachers have good subject knowledge. The inconsistency in planning between classes leads to variations in standards of work obtained. The management of the pupils is most effective in the older classes at Key Stage 2. Where the pupils are less well motivated to work, the quality and the quantity of the work deteriorates. Examples of this were seen in the Year 1 and 2 class and in the Year 3 and 4 class. In the former, the shared management of the class by two teachers was not wholly effective in maintaining pace. In the latter, insufficient strategies were used to limit noise. Pupils lacked involvement in the development of the tests. There is good assessment of science at the end of each topic. This is used well to identify further development of the subject. The use of assessment to inform planning for all pupils is unsatisfactory overall. Marking is satisfactory. Homework is inconsistent.

111. The resources available for the subject are satisfactory. The co-ordinator has sound plans for developing resources for experimental work in the subject to improve standards. The monitoring and evaluation of teaching has had some impact on improving teaching, though there are insufficient regular opportunities for this. The accommodation is adequate, though limited space in some classes restricts the organisation of practical investigations.

INFORMATION TECHNOLOGY

112. During the inspection, small numbers of pupils were observed working with computers. No discrete teaching was seen. From the evidence provided, pupils achieve satisfactory standards that are in line with national expectations by the end of both key stages. This concurs with the findings of the previous inspection.

113. At Key Stage 1, pupils use information technology to further their understanding of information. They follow instructions to start a program and click on the mouse to operate games. For example, to support their learning in mathematics, they use the mouse confidently to select pairs of shoes most likely to fit small, medium and large characters. Pupils know names such as “monitor, printer and mouse”. Pupils have good understanding of controlling and modelling. They recognise patterns and relationships and explain what would happen using different variables. For example, they can predict ways in which to alter the Roamer’s direction by amending the length of each leg to produce a corrected path. Pupils use the listening centre adeptly and understand the use of other technological aids such as the magnetic board, for displaying letters and words. By the end of the key stage, pupils know and use the backspace, return and enter keys. They use the repeat key to produce symmetrical shapes, supporting their mathematical knowledge and understanding.

114. At Key Stage 2, pupils continue to use information technology to support their work in different subjects. They use the “Landmarks” program to find information about Vikings and Tudors to reinforce learning in history. Plans show that pupils find out about the weather, using the Internet as part of their studies in geography. In the Year 4 and 5 class, where pupils were seen to be regularly using computers during the inspection, pupils’ skills are developed well. They use the computer to record a variety of work, including results of science experiments. They use “Logo” to create, test and modify a screen turtle and develop methods of driving the fairground rides they have designed and made in design and technology. “Local Studies” is used to design a map and pupils undertake searches on the

website to find information about the Welsh Highland Railway. Pupils start, save, print and close programs independently. Observations showed that pupils in this class make good progress, supported by regular opportunities to use the computer and by the teacher's secure subject knowledge. Their knowledge of some commands and icons is insecure. For example, some pupils were unable to delete graphics from the screen without the teacher's support. By the end of the key stage, pupils have secure understanding of word processing. They write stories, such as the story of Macbeth. They have irregular opportunities to develop skills of analysing, organising and reorganising information. The scrutiny of work provided little evidence of the systematic development of skills across the school.

115. Pupils make good progress in the early stages of the school, where reception and Year 1 pupils develop good understanding of communicating and handling information. Plans devised for Year 2 pupils are good, showing the systematic development of skills. Planning in general across the school lacks detail and is inconsistent. Progress in most classes is satisfactory, though time is often not clearly allocated to information technology. Pupils with special educational needs make good progress. They have good support from programs that reinforce their literacy and mathematical skills.

116. Pupils respond well. Those using computers during the inspection were interested and worked conscientiously. They talked about their work well and tried to produce good quality work. Discussions showed that they understood most functions and appreciated the value of

using information technology to solve problems and to find information. Pupils worked well together, with more experienced users helping those who were less secure. Most pupils who showed good knowledge have computers at home.

117. The quality of teaching seen was satisfactory. The variable planning and the lack of consistent use of information technology indicate that teachers do not systematically and regularly develop skills across the school. This was also seen during the last inspection. There is an appropriate policy and scheme of work and the co-ordinator has worked hard to establish a suitable programme of work for the school. The co-ordinator, who teaches the Year 4 and 5 class, has secure subject knowledge. He has no regular time to support colleagues or to monitor and evaluate teaching in the school. Two days in the near future are to be allocated for him to work alongside teachers and pupils. The co-ordinator has devised a detailed two-year plan for staff training. Teachers' insecurity is a contributory factor to the variation in the consistency of provision. New hardware introduced to the school is not yet fully understood by most teachers. In-service training in networking and downloading files has appropriately been identified and proposed. New initiatives for learning are beginning to have a positive impact on teachers' skills. Assessment is undertaken by recording pupils' experiences as they take turns on the computer. The use of assessment to inform planning and teaching is overall unsatisfactory. Pupils with interest in computers and who have their own personal computers at home willingly undertake some independent research, such as in history.

118. There are an adequate number of computers, though some are old and others are in need of repair. In many lessons seen during the inspection, computers were insufficiently used. The accommodation is satisfactory for teaching information technology.

ART

119. Only two lessons were seen during the inspection, one at each key stage. Evidence

from these lessons, displayed work and discussions with pupils and staff shows that good standards are achieved throughout the school and the quality of pupils' work is above that expected nationally by the end of both key stages.

120. At Key Stage 1, younger pupils have painted good self-portraits. They have mixed colours carefully to represent different facial features. Their observation skills are good, as seen in the attention paid to details such as the shape of their faces and hairstyles. Pupils have studied Picasso and have produced a class gallery of portraits in the style of Picasso. Their paintings show very good observation of his techniques and style. Older pupils in the key stage produced good quality work by cutting and "exploding" magazine illustrations. They showed good understanding of line and shape. In their study of Picasso, they have painted portraits that were then used as a basis for making clay faces. Pupils showed good understanding of working with clay and of using a design as a model for further work. Pupils have used a suitable variety of materials and techniques, including paint, clay, textiles, paint and crayon.

121. At Key Stage 2, where pupils study Tudor times, they linked their work in design and technology and art. For example, pupils have designed and made shoes similar to those worn in Tudor times. They used their historical knowledge and understanding of fashion at that time to decorate the shoes with a range of materials. For example, in the lesson seen, pupils in Years 3 and 4 selected fabrics, sequins and buttons to make good replicas. Others in this class developed miniature portraits, mixing paints carefully to represent skin tone. They paid very good attention to detail, using fine paintbrushes. They mixed powder paints skilfully. Older pupils in Key Stage 2 show good observation skills. In their class folder they have compiled a good selection of observational sketches and paintings. This includes detailed sketches of houseplants, such as a "weeping fig" and drawings of "The Golden Hind". Pupils' collages of Henry VIII and Queen Elizabeth I are of a high quality. Their good imaginative skills are seen in their paintings of sunsets, where paint has been used well to depict sky tones and silhouettes. The "Waterlilies" paintings produced in the style used by Monet are impressive.

122. Pupils, including those with special educational needs, make good progress in art from the earliest stages in the school. The subject makes a good contribution to pupils' spiritual and cultural development. Pupils enjoy art and respond well. They concentrate and have positive attitudes. Pupils show appreciation of each other's work and share resources well. Their behaviour is good.

123. The quality of teaching was satisfactory in one lesson and good in the second. Teachers have good subject knowledge and gave good introductions to lessons. They were well prepared and made effective use of resources. Planning is satisfactory, being based on a suitable scheme of work. Time was used well in one lesson, though less effectively in the other. Here, some pupils completed work quickly and spent the remaining time reading. Support staff, including friends and parents contribute effectively by supporting small groups of pupils. There were minor shortcomings in some of the organisation. For example, pupils in one class had insufficient room between their desks. This caused an unnecessary restriction for pupils' ease of movement. In the other lesson, the teacher had limited interaction with all pupils and opportunities to encourage and question some pupils were missed.

124. There are no assessments undertaken in art, though some work is kept. The previous system of using sketchbooks is no longer used. Leadership of art is satisfactory. The co-ordinator has led the subject for several years and has good subject knowledge. She provides suitable advice and guidance for colleagues but has limited opportunities to monitor

and evaluate the teaching of art. The school has steadily built up a good selection of resources, such as posters, paints and other materials, but lacks a good range of pupils' books about the subject. The accommodation is adequate overall, though some classrooms have limited areas for working with paint and other creative materials.

DESIGN AND TECHNOLOGY

125. At the end of Key Stage 1 pupils' attainment is in line with national expectations. By the end of Key Stage 2, pupils' attainment is good and above national expectations. The standards achieved by pupils by the end of Key Stage 2 have improved since the last inspection. Standards at the end of Key Stage 1 are lower than at the time of the previous inspection.

126. At Key Stage 1, younger pupils work adeptly with construction kits, building models such as vehicles. They use tools and materials such as glue and scissors well. Pupils continue to make and join products, such as when Year 1 and 2 pupils designed a puppet from a traditional story. They showed sound understanding of making a design. They used tools carefully to cut and to assemble the parts. Pupils lacked understanding of the need to ensure measurements were undertaken. Most puppets were too small to fit pupils' hands. Most pupils learned from their finished products and modified their designs.

127. At Key Stage 2, younger pupils show good designing and making skills. This was seen when they made Tudor shoes in connection with their history topic. They chose suitable materials, such as felt for the upper part of the shoe. Pupils used their learning in history to decorate the shoes in Tudor style. Older pupils in the key stage applied their learning in science to make a burglar alarm, using a pressure pad. Pupils showed good understanding of conductors and insulators. They identified a problem when making the pad and understood the need to keep the two sections apart, except when under pressure. They understood the need to choose materials to fit the purpose. They decided that the use of sponge would be appropriate. Older pupils have designed and made fair roundabouts and they demonstrate how a control console is used to work the model. Pupils confidently use equipment such as clamps and saws. They work safely and accurately. Pupils evaluate their models and learn from their experiences. For example, when making a fish display in a tank, using an electrical circuit, one pupil realised that the chosen material was too heavy for the purpose.

128. Pupils make satisfactory progress through Key Stage 1. They develop their designing and making skills and gain confidence in handling tools. Pupils make good progress through Key Stage 2. They meet a range of increasingly challenging tasks and develop greater control and accuracy when using tools. Pupils with special education needs make sound progress.

129. Pupils' attitudes to learning are good. They listen attentively and watch demonstrations carefully. They readily join in class discussion and answer questions sensibly. They settle well to tasks and co-operate well together. Older pupils show a growing independence in choosing suitable materials and tools.

130. The quality of teaching is good. Teachers have secure subject knowledge and make good use of a review of previous work to make focused introductions to their lessons. They give clear explanations and instructions and make good use of demonstrations. They make good use of questioning to probe pupils' understanding. There is no whole-school approach to assessment and the use of assessment to inform planning is unsatisfactory. The subject is

effectively co-ordinated. There is a clear scheme of work covering all the requirements and the co-ordinator offers advice and guidance. There are no regular opportunities provided for the co-ordinator to monitor and evaluate teaching of the subject. Resources and the accommodation are satisfactory.

GEOGRAPHY

131. At the end of Key Stage 1 pupils' attainment is in line with national expectations. By the end of Key Stage 2, pupils achieve standards that are good and above national expectations.

132. At Key Stage 1, younger pupils show sound understanding of places. They talk about Kevin the koala bear's visit to this country from Australia. They understand that Australia is far away. One pupil tells the class about her visit with Kevin to Blackpool, highlighting what was seen. Pupils use the pictures provided to identify a number of features of Blackpool, such as the sand, sea, beach and funfair. Pupils understand that these are not found in the location of their school. Older pupils identify different methods of travel, for example, car, bus and taxi; they suggest places for visits. They discuss the best means of transport to destinations, such as flying in an aeroplane to New York.

133. At Key Stage 2, younger pupils identify similar and different features of their local village and town. They recognise for example, that they both have shops and a church but that the town has a police station and a swimming pool. Older pupils study world climatic zones and understand how different locations are affected by local conditions. They understand the impact of man on the environment, as they consider the case for and against the reopening of the Welsh Highland Railway. Pupils made good use of the school's Internet provider to find information about this topic. They read and make maps, such as those to plot out different land use. They use conventional symbols and read six-figure grid references. Pupils use graphs to record their work and develop good research skills. Their learning is reinforced by the use of information technology. For example, pupils use the Encarta program to enhance their geographical knowledge.

134. Pupils make satisfactory progress through Key Stage 1. They develop their recording skills and learn about different places. Common planning for pupils of different ages in classes offers limited opportunities to build on previous experience. Progress for pupils with higher prior attainment is more limited when they are insufficiently challenged by the set tasks. Pupils make good progress throughout Key Stage 2. They develop their skills and learn from a widening range of study. In both key stages, pupils with special educational needs make sound progress.

135. In both key stages pupils have positive attitudes to learning and their response is good. Pupils are interested, listen carefully and answer questions sensibly. They settle down readily to tasks and co-operate well together.

136. The quality of teaching is satisfactory overall. It was good in about a third of the lessons observed. Teachers are well prepared and make good use of learning resources, including pictures and photographs. They have secure subject knowledge. In lessons seen, teachers make good use of questioning to ensure pupils understand. Planned work is insufficiently related to the National Curriculum levels. Tasks are not well matched to pupils' different ages and their differing prior attainment. There is no agreed whole-school approach to assessment. Assessment is not used effectively to inform planning and teaching. Pupils' work is regularly marked but teachers do not consistently make constructive comments about

ways in which pupils might improve.

137. The co-ordinator has good subject knowledge and has undertaken a detailed audit of the subject. This has identified appropriate areas for improvement. The co-ordinator has reviewed the subject policy in the light of the forthcoming changes. The co-ordinator provides guidance for colleagues but has insufficient opportunities for observing, monitoring and evaluating classroom practice. Good use is made of visits, such as those to residential centres to enhance learning. The school makes good use of local places of interest as resources for learning but the schools own resources are poor. The available books are dated and there is a shortage of maps and aerial photographs. The accommodation is satisfactory.

HISTORY

138. During the inspection no history lessons were observed in Key Stage 1. Evidence from the scrutiny of work, displays and teachers' plans shows that pupils make satisfactory progress at Key Stage 1 and good progress in Key Stage 2. Pupils with special educational needs make sound progress at Key Stage 1 and good progress at Key Stage 2.

139. At Key Stage 1, younger pupils talk about change, such as when describing their own development from infancy to their present age. In Years 1 and 2, pupils identify people from the past, such as Florence Nightingale. They recognise similarities and differences between clothes worn in the past and in the present day. Through other subjects, such as art and English, they learn about the lives of famous artists of the past and writers of traditional

stories. Pupils show sound understanding of the passing of time by the end of the key stage. They understand a simple time line and recognise that information can be found in different sources of evidence.

140. At Key Stage 2, where pupils study the Tudor period in history, pupils learn about the major events and famous people of the time. For example, they retell the story of the Spanish Armada's invasion. Pupils recognise the differences in people's lives between then and the present day. The topic provides good support for pupils' literacy and cultural development. Pupils learn about Shakespeare, the theatre, music and art of the period. By the end of Key Stage 2, pupils have good knowledge of different times in history. For example, they offer a number of reasons for the Roman Invasion of Britain and can describe life at the court of Henry VIII. Many express opinions about events and interpret secondary sources to offer reasons. They use mapping skills to illustrate aspects of their work and develop effective research skills as they carry out independent investigations. Some make use of the computer, working with Encarta.

141. Pupils' attitudes to learning are good. In the work seen at Key Stage 2 pupils listened carefully and showed interest in the subject. They settled quickly to work, sustained concentration and presented their work neatly. Pupils in Key Stage 1 showed interest in history when discussing their work with inspectors.

142. The quality of the teaching observed was good. Pupils were encouraged to discuss life in court at the time of Henry VIII. The teacher's good subject knowledge provided pupils with a stimulating lesson about customs and practices of the time. Evidence from planning shows that teachers have secure subject knowledge. Lessons are planned well. They make effective use of learning resources, including books and artefacts. Work is marked regularly, though there is inconsistent use of constructive criticism to help pupils to improve.

Homework is inconsistently provided in the school.

143. There is no whole school approach to assessment. The co-ordinator has good subject knowledge and the subject is effectively co-ordinated. She monitors medium term plans and offers advice and guidance. She organises library and museum loans to supplement the school's resources. The co-ordinator has insufficient opportunity to monitor and evaluate classroom practice. Resources are satisfactory. The curriculum is enriched by visits to places of historical interest, such as the Jorvik Centre in York. The accommodation is satisfactory for teaching history.

MUSIC

144. Pupils' attainment is satisfactory and in line with national expectations at the end of both key stages. Pupils, including those with special educational needs, make satisfactory progress.

145. At Key Stage 1, younger pupils handle percussion instruments sensibly. They take turns in groups, such as when playing to accompany the telling of the story, "Goldilocks and the three Bears". They watch the teacher carefully for their cue to play. They keep a beat to ensure they perform at the appropriate time. Older pupils listen attentively to sounds from a tape and most identify the instrument that is played. Some name the chosen instrument and select it from a group of three on the table. They describe different instruments, such as a guitar and a flute.

146. At Key Stage 2, pupils show satisfactory listening and appraising skills. They listen attentively and express opinions about the tune, "Sumatra". Pupils use appropriate musical vocabulary, such as "dynamics" and "tempo". Their singing is somewhat hesitant. They try hard to sing a song learned during a Music Workshop programme but find the tune difficult. Pupils understand that the pentatonic scale is based on five notes.

147. Pupils' attitudes to learning are satisfactory and sometimes good. Pupils behave well, listen carefully and try to join in the activities. The quality of teaching is satisfactory overall. Teachers have sound subject knowledge. They manage their pupils well, make effective use of recorded materials to support their lessons and maintain pupils' interest. There is no whole-school approach to assessment and plans show no use of assessment to inform teaching.

148. The subject is satisfactorily co-ordinated. The co-ordinator monitors medium term plans, but has no opportunity to monitor and evaluate teaching across the school. There is no music specialist on the staff and the scheme of work needs updating. There are opportunities for pupils to receive tuition for woodwind, strings and percussion. At present, over 20 pupils take part. The whole school takes part in a musical production each Christmas. There are no extra-curricular activities such as a choir or recorder group. Resources are good. The accommodation is satisfactory for the teaching of music.

PHYSICAL EDUCATION

149. Standards in physical education at the end of both key stages are satisfactory and in line with those expected nationally of pupils aged 7 and 11. At the time of the last inspection, standards in both key stages were above national expectations, though there were some inconsistencies between classes. The concentration of the teachers' efforts and time on

recent national initiatives elsewhere in the curriculum is perceived to be the cause of the reduction in standards.

150. At Key Stage 1, younger pupils move with confidence and good control of their bodies. In a lesson seen, pupils developed imaginative balanced positions, using different parts of their bodies. Pupils know about the need for warming up and cooling down after exercise. They relate their learning in science about their bodies to their understanding of physical exertion. They set out the mats and other apparatus in the hall carefully and dependably. Pupils showed sound awareness of the use of space. A few pupils lacked sustained concentration. By the end of the key stage, pupils have sound control. They balance on different parts of the body. They develop satisfactory ways of travelling around the hall, with good awareness of the use of space. In the lesson seen, a few pupils in the Year 1 and 2 class were unable to develop their own performance and copied the work of others.

151. At Key Stage 2, pupils show increasing understanding of the advantages and benefits of physical activity. They develop sound understanding of sequence, such as when Year 4 and 5 pupils devised dances. Pupils showed good interpretation of the music, "Portsmouth". They identified the mood and began to form movements but they had yet to consider timing and ways in which to synchronise the movements. Pupils worked well in small groups, though a few did not always concentrate.

152. Pupils, including those with special educational needs, make satisfactory progress in physical education. They understand the rules, the need for safe practice and recognise the contribution exercise makes towards their well being. Pupils show interest in physical education and most work hard to improve their performance. They behave well, co-operating in small groups and with a partner. Pupils listen and follow instructions. A very few lack concentration in some lessons.

153. The range of activities provided in physical education cover all the requirements of the National Curriculum. Swimming lessons are maintained throughout the school for two terms of the year, financially supported by the generosity of the Trustees. A particular feature of the physical education programme is the adventurous outdoor activity provided during the residential trip to Humphrey Head. This makes a significant contribution to the pupils' experience. The personal challenge provides an important element in their personal and spiritual development.

154. In the few lessons seen, the teaching of physical education was mainly good. Teachers have good subject knowledge. They manage pupils well. They select appropriate resources and make efficient use of time. Planning shows suitable content, though there is limited planning for pupils with differing prior attainment.

155. The subject is well resourced with recently purchased and well-selected apparatus. Most apparatus is stored around the walls in the long, narrow hall. This restricts space. The school does not make efficient use of nearby storage rooms.

156. There is a voluntary after school club for football. There has been some professional coaching for the game, which has given an added interest. There are no other regular extra-curricular sports activities, to enhance pupils' knowledge and interest. Some parents indicate that they would welcome improvements in this area. The local group of rural schools provides occasional competitions in games and athletic activities.