

draft

## INSPECTION REPORT

### **BURTON LEONARD C OF E PRIMARY SCHOOL**

Burton Leonard

LEA area: North Yorkshire

Unique reference number: 121555

Headteacher: Mr S Roberts

Reporting inspector: Mr J Lea  
21193

Dates of inspection: 17 - 20 January 2000

Inspection number: 189241

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

draft

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary controlled

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Burton Leonard  
Harrogate  
North Yorkshire

Postcode: HG3 3RW

Telephone number: 01765 677412

Fax number: 01765 677412

Appropriate authority: The Governing Body

Name of chair of governors: Mrs A Crawshaw

Date of previous inspection: 16/9/96 to 19/9/96

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
John Lea, Rgl	Under-fives English Religious education Design and technology Music Physical education Equal opportunities Special educational needs	How good is the school? How high are standards? How well is the school led and managed? What should the school do to improve further? Whole team
David Heath, Lay Inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Keith Saltfleet	Mathematics Science Information and communication technology History Geography Art	How well are pupils taught? How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

SLA Inspections

40 Weelsby Road  
Grimsby  
DN32 0PR

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33 Kingsway  
London  
WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Burton Leonard C of E Primary School is situated between Harrogate and Ripon in the small village of Burton Leonard. The school is set within a strong local community and attracts pupils from a cross section of the population. When compared with the national picture, the proportion of pupils relatively advantaged in socio - economic terms is above average and unemployment levels are below average. Pupils enter the reception class in September or January in the half year in which they become five. Although the school admits across the full ability range there is a significant number of pupils who enter the school with levels of attainment above the national average. Almost all pupils receive pre-school education. The number of pupils on roll in January 2000, shows that the school is much smaller than other primary schools, 61 pupils compared with the average size nationally of 226.

The number of pupils eligible for free school meals, 3 is well below the national average. There are currently no pupils speaking English as an additional language. The number of pupils identified as having special educational needs, two, is well below the national average.

The governors and staff are working towards three major aims:

- i. to maintain a broad and balanced curriculum;
- ii. to fulfil each child's potential;
- iii. to develop a rewarding partnership with parents.

The school has set itself the following targets in the current academic year:

- iv. complete a school audit;
- v. improve writing and spelling throughout the school;
- vi. refine the literacy and numeracy strategies;
- vii. improve accommodation in the infant classroom;
- viii. to further develop information and communication technology.

### **HOW GOOD THE SCHOOL IS**

[Text: the overall effectiveness of the school, substantiated by reference to standards, teaching, leadership and management; the value for money provided by the school.]

### **What the school does well**

- Standards in all subjects are at least satisfactory.
- The way teachers manage their pupils, time and resources.
- Pupils' behaviour, their attitude to their work and relationships with each other, and their teachers.
- Attendance is good.
- The school makes good provision for pupils' moral and cultural development.
- There are good systems for the support and guidance of pupils.
- Parental involvement in children's learning is good.
- The headteacher provides clear leadership of the school.
- The relationships with other schools in the Ripon Village cluster are good.

### **What could be improved**

- Some aspects of English, mathematics and science.
- Giving pupils more opportunities to use their initiative.
- Opportunities to develop pupils spiritual awareness.
- Provision of more opportunities for structured play and practical work for the under-fives.
- Homework provision, particularly for the older pupils.
- Some aspects of information and communication technology.

*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 September 1996. The school has reviewed its health and safety policy in line with local education authority guidelines. Schemes of work have been developed and are used as a basis for medium term planning. Short term plans contain differentiated learning objectives which take into account the mixed age groups and pupils' individual abilities. The governors are more aware of their responsibilities; active committees oversee the schools financial and curriculum planning. Governors visit the school on a regular basis and have a strategic overview of the curriculum.

## **STANDARDS**

The table summarises inspectors' judgements about the achievements of pupils in relation to the national early learning goals by the time they leave the school.

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	B	well above average A above average B
mathematics	B	C	B	C	average C below average D
science	B	C	C	D	well below average E

Trends over time show that in comparison with the national average and with similar schools the performance of pupils in English is consistently well above average. In mathematics performance is more inconsistent but above average when making national comparisons and average when compared with similar schools. In science performance is broadly average when compared nationally but below average when compared with similar schools.

In such a small school test results do have limited significance due to the small numbers of pupils involved. Differences in ability between year groups can have a distorting effect when comparing the percentages of pupils reaching the expected levels with national figures. Consequently the assessment of pupils at the end of both key stages does not, for any one year, represent a full and accurate picture of the school as a whole.

Overall judgements from the inspection show that throughout the school pupils attainment in English, mathematics and science is in line with national expectations; some pupils attain a higher level. In information and communication technology attainment is satisfactory. Attainment in religious education is in line with the requirements of the agreed syllabus. In all other subjects, pupils attain standards appropriate for their age.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are responsive and show good attitudes in all they do.
Behaviour, in and out of classrooms	Behaviour in lessons is good. Pupils have respect for each other and for adults. Relationships throughout the school are good.
Personal development and relationships	Good overall but pupils have few planned opportunities to take on extra responsibilities.
Attendance	Good.

[Text: particular strengths and weaknesses in attitudes, behaviour, personal developments, relationships and attendance]

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Satisfactory

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

The quality of teaching throughout the school is never less than satisfactory and in 40 per cent of lessons it is good. Teachers generally plan their lessons well with learning objectives designed to stimulate and motivate pupils learning. However, there are occasions when these lack precision. Literacy and numeracy are taught well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Pupils are taught a broad and balanced curriculum.
Provision for pupils with special educational needs	There is some extra support in the classroom for the limited number of pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' moral and cultural development is good, whilst spiritual and social development is satisfactory. Pupils' personal development, particularly for older pupils needs to be extended.
How well the school cares for its pupils	The school provides good care for all its pupils in a calm and purposeful atmosphere.

Text: [Parents make a significant contribution to their children's learning. A satisfactory relationship overall.]

[in *all inspections*, particular strengths and weaknesses in the curricular and other opportunities offered to pupils;  
 areas of the curriculum which do not meet statutory requirements;  
 particular strengths and weaknesses in the way the school cares for its pupils.]

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives clear leadership and is well supported by the staff and governing body.
How well the governors fulfil their responsibilities	[Text]
The school's evaluation of its performance	The school has a general view of its work in relation to its own needs and when compared to other schools.
The strategic use of resources	Satisfactory; sufficient well qualified staff with good classroom support. Good resources and accommodation overall. Provision for the under-fives is in need of further development.

[Text: in *full inspections*, a summary judgement about the adequacy of staffing, accommodation and learning resources;

in *all inspections*, particular strengths and weaknesses in leadership and management; a brief statement about the extent to which the school applies the principles of best value.]

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The calm and purposeful atmosphere.</li> <li>• The progress that pupils make.</li> <li>• The promotion of good values and attitudes.</li> <li>• The way children behave.</li> <li>• The good relationships between younger and older pupils.</li> <li>• Their children enjoy coming to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework.</li> <li>• Parent/school relationships.</li> <li>• Information about their children's progress.</li> <li>• The extra-curricular activities available.</li> </ul>

[Text: an indication of the extent to which the inspection team agrees with parents' views; comments about issues raised by parents.]

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and achievements

1. Children enter the school in September or January in the half year in which they become five. Although the school admits across the full ability range there is a significant number of pupils who enter school with levels of attainment above the national average. Almost all have experienced pre school education. By the time they reach the age of five all children have achieved the desirable outcomes in all areas of learning and are already working within the Programmes of Study of the National Curriculum. Trends over time show that in comparison with the national average and with similar schools the performance of pupils in English is consistently well above average. In mathematics performance is more inconsistent but above average when making national comparisons and average when compared with similar schools. In science performance is broadly average when compared nationally but below average when compared with similar schools.
2. In such a small school test results do have limited significance due to the small numbers of pupils involved. Differences in ability between year groups can have a distorting effect when comparing the percentages of pupils reaching the expected levels with national figures. Consequently the assessment of pupils at the end of both key stages does not, for any one year, represent a full and accurate picture of the school as a whole .
3. Standards of literacy reflect overall attainment. At Key stage 1, pupils' oracy skills are good. They confidently discuss matters of immediate interest, describe what they can see and talk about their recent experiences with adults and their classmates. As they move through the key stage pupils develop their ideas, speak clearly and use a growing vocabulary. By the end of the key stage, they talk and listen in different situations and show an understanding of the main points of a discussion. At Key Stage 2, pupils develop their ideas thoughtfully, describe events and give reasoned opinions. In discussions they listen carefully and ask questions in response to other people's ideas. By the time they leave the school pupils express themselves confidently and clearly.
4. There is a similar positive picture in reading. Pupils enjoy reading, have a record of books they read, and are listened to regularly both at school and at home. The highest attaining pupils demonstrate a good degree of fluency, expression and understanding when reading. As they move through Key Stage 1, all pupils develop a satisfactory phonic knowledge and sight vocabulary and recognise the high frequency word lists appropriate to their age. By the end of the key stage, they can read these easily in and out of context and are well on their way to becoming independent readers. As they move into Key Stage 2, some are capable of reading more demanding texts, for example short novels, poetry and non-fiction. They particularly enjoy reading new books which contain new vocabulary. However this vocabulary is not always transferred to their written work, consequently writing sometimes lacks sparkle. By the end of the key stage, the standard of reading of most pupils is good and most are fully independent readers who read accurately and fluently with a good standard of expression.
5. By the end of Key Stage 1, attainment in writing is in line with national expectations. Good use is made of the literacy hour for word sentence work. Pupils write simple phrases and sentences using capital letters and full stops. Careful attention is given to handwriting,

punctuation and spelling and by the time pupils are ready to move to Key Stage 2, their writing is properly organised and ideas are developed in the correct sequence. Pupils can write extended pieces of writing, in story form, which show a clear development of structure. In Key Stage 2, this progress continues and by the time they leave the school all pupils are attaining the nationally expected level. Most are developing a sound understanding of how English works; grammar and punctuation and spelling are usually accurate. However, greater emphasis needs to be placed on those skills acquired in the literacy hour to enhance extended writing. More redrafting of written work, for example, using a computer, including stories, poetry and letters, and opportunities to write for a variety of purposes and audiences would greatly enhance the quality of written work.

6. Standards of attainment in mathematics are at least in line with the expected levels at the end of both Key Stages. However, a small minority of pupils at Key Stage 1 and a number of pupils at Key Stage 2, reach a higher level. All pupils including those with special educational needs make satisfactory progress. The evidence from this inspection does not entirely reflect the results of the 1999 National Curriculum teacher tasks and tests. This highlights the differences in abilities of groups of pupils in successive years and statistical problems when small numbers of pupils are involved and some are absent. At both Key Stages, standards of numeracy are good. The school rightly sees the raising of standards in these skills as a high priority.
7. By the end Key Stage 1, pupils recognise and can name squares, circles, triangles and rectangles. In their work in shapes they recognise and can name two-dimensional and three-dimensional shapes such as squares, circles triangles and cube, cuboid and cylinder. They have quick recall of addition and subtraction facts to 10 and 20, handle money with confidence and understand concepts of simple fractions such as a quarter and a half.
8. At Key Stage 2, pupils' mental strategies continue to develop well. They are developing a working knowledge of multiplication tables and by the time they leave the school these are well developed. Pupils carry out relatively complex mental calculations accurately. In their investigative work they compare the weight of popular newspapers and draw conclusions from their findings. Pupils of high prior attainment organise their investigative work well and use the evidence to explain and reason their findings. In computation, pupils multiply and divide numbers by 10 and a 100. Higher attaining pupils can calculate the mean, mode and median, for example, when analysing a batsman's cricket average. Pupils measure time, length, and capacity confidently. However, there is a need to place more emphasis on developing pupils' competence in shape, space and measurement, for example, in three-dimensional shapes, symmetry, angles, perimeter, area and volume. There is a similar picture in handling data, for example, in graph work and probability
9. Pupils' attainment at both key stages in science is in line with the levels expected nationally. For a small number of pupils, attainment is better and they reach a higher level. All pupils, including those with special educational needs, make satisfactory progress. The judgements made in science during the week of inspection broadly reflect the results of the 1999 standard assessment tests at Key Stage 1 although not at Key Stage 2. However, trends over three years show attainment at Key Stage 2 to be close to the average when compared nationally. A comparison with similar schools indicates that attainment in 1999 was below average. Caution is needed when interpreting and comparing statistics based on a small number of pupils.
10. By the end of Key Stage 1, the majority of pupils know about the properties of every day materials and are developing a useful scientific vocabulary. In their investigative work

they can describe which materials are good and poor conductors of electricity. They understand that sounds move through the air and know which materials absorb and reflect them. Pupils are confident when using electrical circuits and know that electricity has to be used carefully.

11. By the end of Key Stage 2, pupils have built on their existing knowledge and know that to keep healthy they need a varied diet. They confidently classify a selection of foods based on their proportion of carbohydrates, proteins, fats, minerals and vitamins. In their work on physical processes they know that a force is a push or a pull and the effects of friction and gravity. They understand that forces acting on an object balance.
12. However, opportunities for practical investigative work are limited and lack challenge, particularly for the higher attaining pupils. There is a need for a programme of systematic enquiry to allow pupils to plan experimental work, to make predictions and hypotheses and recognise the need for a fair test if appropriate. Obtaining evidence and its consideration through recording and presentation of results and observations should be more rigorous. Pupils should be encouraged to draw sensible conclusions related to their own scientific knowledge and understanding.
13. In Information and communication technology pupils at both key stages make sound progress and attain standards appropriate to their age. By the time they leave school, pupils have a satisfactory range of skills, many of which apply to other subjects, such as English and mathematics. However, data logging is an area of development with plans to use temperature sensors for logging the weather. Attainment in religious education is in line with the requirements of the agreed syllabus.

### Other subjects

14.

By the end of both key stages	Attainment	Progress
Art	Satisfactory	Satisfactory
Design and technology	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Music	Satisfactory	Satisfactory
Physical education	Satisfactory	Satisfactory

### Pupils' attitudes, values and personal development

15. Pupils enjoy attending the school and attendance levels are good, They have a good attitude to learning and this helps them to achieve good academic standards.
16. In key stage 2 pupils' attitudes in lessons are always good, they work well collaboratively in their various groups. Pupils enjoy discussing conclusions at the end of the lesson, for

example in a science lesson they used the collected data to establish if they were eating a balanced diet.

17. The key stage 1 pupils respond to the class teacher immediately, they listen attentively and raise their hands appropriately if they wish to answer or to ask a question. Pupils are well motivated and they maintain a good level of concentration. They enjoy being involved in question and answer sessions demonstrating their interest in the subject being taught.
18. Throughout the school day behaviour of pupils is always good. Lunch-time at the school is a very orderly occasion. Pupils sit in mixed age groups, they address each other politely and display good manners. Pupils act as servers and assist with the tidying up.
19. At playtimes the pupils make good use of the excellent play area and the field. Good relationships are evident, older pupils support younger children and all pupils respond immediately to the teachers signal for the end of break.
20. Pupils are courteous and show respect for adults but they address them with confidence and they move around the school in an assured manner. Pupils demonstrate that they are aware of the needs of others, for example in assembly when considering our reliance and the uses of water they referred to the scarcity of water in other part of the world.
21. There have been no exclusions at the school in the last year.

#### **HOW WELL ARE PUPILS TAUGHT?**

22. The quality of teaching throughout the school is never less than satisfactory. It is good in over 40 per cent of lessons, and good teaching was seen in all classes. This consistency contributes to the standards attained in both key stages and the progress made by pupils. They know them well and generally succeed in matching work to the age range in their classes. All teachers use a range of approaches to classroom management including whole class, mixed ability, paired and individual work. They generally plan their lessons well with learning objectives designed to stimulate and motivate pupils' learning. However, there are occasions when these are too wide and lack the precision to allow teachers to focus on exactly what they intend to teach. Consequently lessons lose pace and there is a tendency for some pupils to lose attention. Teaching has its most impact when it is clearly focused on the skills to be taught together with a range of well thought out strategies and activities. A good example was seen in science with challenging activities involving pupils listening, questioning, discussing, investigating, recording and drawing conclusions. Teacher's management of, and relationships with, pupils are generally good.
23. Classrooms are busy, providing an effective learning environment. Pupils are encouraged to discuss their work an effective strategy, which extends their vocabulary and raises confidence. A feature of the literacy and numeracy hours is the good questioning in the introductory and plenary sessions. Its impact is to involve all pupils in the lesson, make them think and deepen their understanding. Teachers are technically competent in teaching phonics. Overall, the teaching of other basic skills is good. Subject content is clear using explanation and demonstration to involve all the pupils. Subject knowledge is satisfactory at both key stages although there is capacity for further improvement to raise competence for some teachers in some aspects of

information and communication technology, particularly control. Where a teacher has sole responsibility for a particular subject expertise, for example in the teaching of music, the quality of provision is improved. This expertise challenges pupils and allows them to make good progress. The needs of the small number of pupils with special educational needs are clearly identified and implemented through their individual education plans. The valuable contribution of other adults particularly with under fives makes a positive impact on the school. Resources are used well, for example, information and communication technology is used to support the numeracy and literacy hours.

24. Assessment of what pupils can do is satisfactory. Appropriate reference is made to previous work. This feature was seen in both the literacy and numeracy hours where pupils analysed the previous lesson and at the end discussed what they had achieved. The small class sizes allow teachers to circulate the classroom and mark their work together. This is effective in providing immediate feedback for pupils either to reinforce their achievement or to help if there are difficulties.
25. Inconsistent setting of homework, mainly at Key Stage 2 is an issue mentioned by the parents at their meeting and through their answers in the returned questionnaires. In response the school is reviewing its provision throughout the school to ensure that pupils are set work on a more formal basis to effectively build on their work in school.
26. The school recognises that increasing the pace of pupils' progress is an area for improvement. Overall, progress is satisfactory. Throughout the school the productivity and pace of pupils' working is satisfactory. This is mirrored by the effort they put into their work. However, they rise to a challenge and their skills, knowledge and understanding of the work is enhanced. In the majority of lessons seen pupils have a positive attitude and show good levels of concentration and independence. These are areas on which this improvement can be built.

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

27. The school's curriculum is broad and provides a range of opportunities to meet the interests and aptitudes of its pupils, including the under fives, and the requirements of the National Curriculum. The curriculum is supported by policies and long and medium term plans in all subjects, which usefully provide for pupils to build on their earlier learning. Work is differentiated through teachers' short term planning. All pupils have equality of access to the curriculum and the school is aware of the needs of pupils with special educational needs. Individual education plans are in place, linked to classroom practice and with realistic targets. The code of practice has been fully implemented and the school's policy is clear and informative. The school has made a conscious decision to ensure that all subjects retain their importance through a proper allocation of time. However there is a need to ensure that there is sufficient coverage of the subject to develop pupils understanding, for example, in geography. Literacy and Numeracy are taught using the appropriate framework. The local education authority supports the school through its useful guidelines for teaching the Numeracy Hour to mixed age classes.
28. The curriculum is enriched by other activities, although these usually take place in school time rather than at the end of the school day. For example, visits to Eden Camp and Eureka!. The school plays an active part in the Ripon Village Cluster. Pupils compete with their peers from other schools in sports such as football, netball and cricket. There

is an popular residential visit to Whitby every two years. The resources of the village and surrounding countryside are used to provide relevant first hand experiences, especially in history and geography.

29. The school has a programme of social and personal education. Health education, including the awareness of drugs is covered in the school's science curriculum. Sex education is not formally taught but values are dealt with sensitively and appropriately as they arise. The school is developing a useful link with the North Yorkshire business enterprise Partnership concentrating on the Pizza industry. Opportunities to further pupils' skills, for example, in literacy, design and technology and mathematics are part of this initiative. In addition to the strong links with the local school's cluster, there are good links with the neighbouring playgroup. Pupils visit them at Christmas to sing carols.
30. The school's provision for pupils' spiritual development is satisfactory. There are limited opportunities to raise their spiritual awareness in daily acts of collective worship and through the curriculum. There is need to widen pupils' perceptions through the exploration of the values and beliefs of others and to reflect on life's fundamental questions. In addition, to relying on spiritual opportunities arising as a matter of course, a planned approach is needed to enhance provision for pupils' understanding.
31. The school's promotion of pupils' moral education is good, and is reinforced by all staff and adults in the school. The high expectations of the teachers and the ethos of the school provide effective guidance. For example, in fostering values such as honesty, fairness and respect. Pupils are polite, well behaved and are a credit to the school and their families. They are given sufficient opportunities to discuss moral issues with the result that they can clearly distinguish between right and wrong.
32. Social development is satisfactory. Overall, relationships between pupils themselves and between pupils and adults around them are good. Opportunities for pupils to take responsibility are satisfactory at Key Stage 1. For example, they take the register to the office. At Key Stage 2, pupils get out and put away the physical education equipment. From discussion with parents and older pupils it is clear there is a need to give them worthwhile opportunities to use their initiative and develop personally.
33. Provision for pupils' cultural development is good. Opportunities to develop their cultural awareness are taken through other subjects such as art, music and geography. Pupils are taught to appreciate their own heritage, for example, the Jarrow March in the 1930s and through studies of their own locality. To widen their understanding pupils compare life in South America and Kenya with their own homes. Other cultures and faiths are studied in Religious Education, for example, Sikhism and Judaism.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

34. The school makes good provision for the support and guidance of its pupils and this makes an important contribution to the educational standards achieved and to pupils' personal development. All staff give pupils good advice and support when needed. All pupils and their families are well known to the staff. The school has established good procedures for monitoring pupils' academic progress and personal development. The pupils' assessment records are comprehensive and the information is used to guide lesson planning.

35. Effective procedures are in place to encourage good behaviour. As a result, pupils behave well in lessons and in other activities during the day. There was no evidence of bullying or harassment during the week of the inspection. Teachers encourage pupils to help with classroom activities such as collecting work at the end of the lesson and pupils enjoy these and similar responsibilities. In responses to the Parental Questionnaire a good majority of parents agree that behaviour in the school is good.
36. The school attendance records are well kept and up-to-date. The school and the parents work well together to ensure that pupils do not miss valuable parts of their education.
37. Good arrangements are in place for monitoring pupil' general health, safety and well being. Pupils have hearing and sight tests at appropriate intervals. Lessons are planned to include personal, social and health education on matters such as the advantage of a balanced diet. Pupils with special educational needs receive good support and their progress is effectively monitored through individual educational plans. Since the last inspection the school has revised the Health and Safety policy. The policy has been well implemented and there are no issues to report. School equipment is checked on a regular basis by qualified persons and the school has regular fire drills.
38. The school has developed a satisfactory child protection policy which follows local authority guidelines. All teachers and staff are vigilant and any concerns are referred to the local authority.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

39. The school believes that the partnership with parents is the keystone to education. The home-school-child agreement was recently completed and returned by over 90 per cent of parents. The parents take a strong interest in their children's education. In recent months two matters resulted in the parents expressing their disagreement to the proposals. The school took note of the parental views and revised the decisions. The headteacher and governors are now working to restore the good partnership with the parents.
40. At the pre-inspection meeting between parents and the inspectors, parents expressed their belief that standards achieved by the school should be higher.
41. In their responses to the Parental Questionnaire a significant minority of parents disagreed with ten out of the 12 statements.
42. The majority of parents agreed that they are kept well informed about how their child is getting on. Parents are encouraged to be involved with the school. Information for parents includes the prospectus, the Annual Governors' Report and their regular letters home. The school recently organised an evening for parents in order to explain the National Literacy Strategy. The annual reports are detailed and informative and the school is planning to use its good pupil assessment records to advise parents of areas that could be improved. Parents expressed the view that they would like an additional Parents Evening in order to discuss the reports with the teacher.

43. The school has recently drawn up a new homework policy and this is currently being ratified by the governors. The plan is to set homework three times a week for the Year 5 and Year 6 pupils with scaled down amounts for the younger children.
44. Generally the partnership with parents is satisfactory and it makes a sound contribution to pupils' learning.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

45. The headteacher provides clear and effective leadership for the school and is well supported by the staff and governing body. All share the school's aims which reflect the high expectations of what pupils should achieve. It is clear through the returned questionnaire that the vast majority of the parents clearly support the aims and values of the school. For example, 100 per cent agree that their children like school and some 80 per cent feel that the school expects their children to work hard and achieve their best. Since the last inspection there have been many improvements designed to raise standards and move the school forward. The way in which the headteacher has tackled the important areas for improvement following the last inspection has been particularly effective, for example, the further involvement of the governing body in all aspects of school life.
46. The governing body has well defined roles, and is active in supporting the full curriculum. There is a curriculum committee, a link governor for special educational needs, one for literacy and one for numeracy. The school has recently introduced a governor of the month scheme which brings governors into close contact with the school during the working day. This has helped to provide them with a strategic overview and understanding of curriculum development, particularly the recently introduced literacy and numeracy hours, and an opportunity to be effective in shaping the direction of the school. The governors have established a number of active committees, including a finance committee which meets on a regular basis. All statutory requirements are met. The day-to-day organisation of the school is sound.
47. In addition to his classroom responsibility, the headteacher co-ordinates a large number of curriculum areas. Nevertheless, the curriculum is properly monitored by the headteacher and subject co-ordinators. The headteacher also creates opportunities for himself and his teachers to visit classrooms and monitor the quality of teaching and learning. This, together with the close involvement of the governors, enables the school to set shared, appropriate and achievable targets. These are clearly set out in the school development plan which is a useful working document allowing for future development. Appropriate procedures for the professional development and appraisal of staff are in place and closely linked to the school development plan. The school has a formal policy for the induction of new staff and is in a good position to provide effective training of new teachers.
48. The school has a delegated budget of approximately £116,744. The expenditure per pupil of £1,983 is higher than the national average. The excess of income over expenditure is £10,354. The school plans to use this excess to improve accommodation in Key Stage 1 and to increase the level of non-teaching support. The use made of specific grants, including the provision of extra books and resources, has been aimed at improving standards. In addition, the programme of in-service training funding, supports staff development. Fund raising by friends of the school Association provides very helpful and active support with a range of activities and additional funds.

49. The school is aware of best value principles and makes appropriate comparisons with other schools, to target its spending and bring about improvements in standards.
50. The school has established sound internal financial procedures to ensure the reliability and accuracy of its spending. Systems of financial control are in place and day-to-day administration is carried out efficiently by the headteacher and bursar. The use of computerised systems enable easy access to budget information. The overall conclusion from the last auditors' report was that the systems of financial control in the school were satisfactory. The school has carried out all the recommendations made. Taking into account the socio-economic circumstances, attainment of pupils on entry, standards of attainment and progress of the pupils as they move through the school, quality of education and unit costs the school gives sound value for money.
51. The school has an appropriate number of suitably qualified and experienced teachers who provide a satisfactory balance of expertise and experience overall. They relate well to each other and offer mutual support. Non-teaching assistants make a valuable contribution to the school, particularly with the under-fives. The accommodation of the school is adequate. The school has a small hall used for a variety of purposes, for example assemblies, lunchtime meals and for teaching physical education. Although it is suitable for the majority of these activities, the school finds it difficult to teach all aspects of physical education during the winter months. Externally the school benefits from hard surfaced play areas with a large grassed field used for games and sports.
52. The school has good resources in most subjects. Some resources are new and have been bought to support the newly organised curriculum, for example to accommodate the literacy and numeracy hours effectively. The classroom libraries have a good range of fiction and non-fiction books which are used extensively by pupils. Provision for information and communication technology is good. The school has seven multimedia computers one with access to the internet.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

53. **The governing body of the school, in conjunction with the headteacher and staff should take the following action to further raise standards in the school:**
- I. Raise standards throughout the school in English by:
    - i. placing greater emphasis on pupils' extended writing to develop the skills acquired in the literacy hour;
    - ii. developing pupils drafting skills;
    - iii. writing for different purposes and audiences;
    - iv. using extended vocabulary to develop a style of writing to maintain the reader's interest;
  - II. Raise standards in mathematics throughout the school at Key Stage 1 by:
    - i. putting more emphasis on handling data, particularly for the higher attainers;

and at Key Stage 2 by:

- i. by placing more emphasis on shape, space and measurement, for example, developing pupils' skills in shapes, symmetry, angles, area and volume;
  - ii. in handling and interpreting data, for example, in graph work and probability.
- III. Raise standards in science, particularly at Key Stage 2, by providing more opportunities for practical investigative work for pupils to:
- i. develop the skills of predicting and forming hypotheses;
  - ii. recognise the need for a fair test;
  - iii. draw conclusions from their experiments.
- IV. Ensure that all teachers are competent to deliver all aspects of information and communication technology.
- V. Provide more opportunities for structured play and practical work for the under-fives.
- VI. Give pupils more opportunities to use their initiative.
- VII. Develop pupils spiritual awareness through relevant planned experiences.
- VIII. Improve homework provision, particularly for the older pupils.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

20

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

15

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	40	60	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	Nursery	YR- Y6
Number of pupils on the school's roll (FTE for part-time pupils)		61
Number of full-time pupils eligible for free school meals		3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		2

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

## Attendance

### Authorised absence

	%
School data	4.4
National comparative data	5.4

### Unauthorised absence

	%
School data	0
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	3	9	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	9	9	9
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (80)	83 (81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	9	9	9
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (81)	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	5	6	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	6	6	6
	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	72 (72)	63 (54)	63 (63)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	6	6	6
	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	81 (72 )	72 (81)	81 (81)
	National	68 (65)	69 (65)	75 (72)

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	61
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

## Exclusions in the last school year

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

This table gives the number of exclusions of pupils of compulsory school age, 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)	3.1
Number of pupils per qualified teacher	20
Average class size	20

### Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	17.5

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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*FTE means full-time equivalent.*

## Financial information

Financial year	1998/99
	£
Total income	116,744
Total expenditure	117,029
Expenditure per pupil	1,983
Balance brought forward from previous year	10,069
Balance carried forward to next year	10,354

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	60
Number of questionnaires returned	25

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	40	0	0	0
My child is making good progress in school.	33	38	21	0	8
Behaviour in the school is good.	36	60	0	4	0
My child gets the right amount of work to do at home.	16	38	25	21	0
The teaching is good.	30	30	30	10	0
I am kept well informed about how my child is getting on.	8	48	24	20	0
I would feel comfortable about approaching the school with questions or a problem.	40	24	20	16	0
The school expects my child to work hard and achieve his or her best.	32	48	20	0	0
The school works closely with parents.	12	24	44	20	0
The school is well led and managed.	32	8	28	20	12
The school is helping my child become mature and responsible.	44	36	16	0	4
The school provides an interesting range of activities outside lessons.	12.5	12.5	33	42	0

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

54. Children enter the reception class with standards in line with what might be expected for children of this age. They make satisfactory progress so that, by the time they are five, most are achieving the desirable outcomes in all areas of learning. By this age, some are already working within the National Curriculum Programmes of Study.

#### *Personal and social development*

55. Most children make good progress in their personal and social development and, by the time they are five, have developed confidence in carrying out tasks and gained appropriate independence. They are used to meeting outside visitors, for example, police, fire brigade, dentist and nurse. Children settle well into school life and make a good start to their education. They enter a secure and positive environment and are very well cared for. Children soon grasp the routines of school life. They take part in assemblies and singing with pupils in Key Stage 1, and confidently move about the school. Within the classroom they choose their own books and work well as part of a group. They take turns and share fairly, for example when constructing models and doing creative work. They experiment with games and use simple computer programs. Concentration levels are good and the children eagerly explore new ideas.

#### *Language and literacy*

56. Most children listen attentively, speak clearly and take part in class discussion. For example, they map out the main features of their journey to school and talk about the people they meet. They can recognise and sound out a small number of letters from books and worksheets. They are building up a sound phonic base on which to develop their reading skills. Some children recognise a good range of written words and can type them out on the computer. They love books, stories and poems and are becoming enthusiastic readers. They develop their writing skills appropriately. They copy write letters which are generally recognisable, and some children begin to write independently.

#### *Mathematical development*

57. Most children enjoy mathematics and reach a good level of attainment by the age of five. They are developing a good understanding of number and can count to 20 and beyond in sequence. Most children can sort, count, match and total different numbers of objects accurately. They use resources well to help them in their number work. They use appropriate mathematical terms to compare quantities, for example, more or less, shorter and longer. Understanding of money, number patterns and sequencing are well developed. By the time they are five, most children can write simple addition sums and add correctly single-digit numbers to record answers up to ten. The majority also use mental strategies to reinforce number combinations to ten. Most children recognise and draw two-dimensional shapes, such as a triangle and a square and some three dimensional shapes such as cubes, cylinders and pyramids.

### *Knowledge and understanding of the world*

58. Children develop a good understanding of the world around them. They explore and recognise features of the school and the local environment. For example, they can name the main features of Burton Leonard on an aerial map of the area. Children learn about how to look after themselves. They know the importance of hygiene, and of what makes us sad and happy. In discussions with adults, they learn to express their feelings confidently. Children gain a sense of chronology when they talk about their families and aspects of history in living memory and beyond. They become increasingly aware of family relationships, and begin to appreciate the structure of child, parent and grandparent. They learn about the life of Jesus through listening to stories both in the classroom and during assembly. They use programs on the computer with confidence, to develop literacy and numeracy skills, and have good control of the mouse.

### *Physical development*

59. Children make satisfactory progress in their physical development. They move confidently in their physical activities. Most children can change their clothes for physical education lessons without help. They enjoy these lessons and move around the play area adapting their movements to take account of others around them. Some children are able to structure their movements to express feelings, for example to show friendship. Children handle tools well. For example, they are confident in skills such as cutting and sticking and use art materials with increasing control. They show increasing hand-to-eye co-ordination when they build their models and colour in their pictures.

### *Creative development*

60. By the time they are five most children have developed sound skills in their creative work. They enjoy their work and experience a wide range of activities and a variety of media. Most know the primary colours, and experiment with colour mixing. They are developing their observational skills, for example drawing flowers and plants using pastels, charcoal and pencil crayons. They enjoy using construction toys and can describe what they are making. Children sing songs from memory with good rhythm and pitch; they use a range of untuned instruments with confidence.
61. Children respond well to their teacher and can concentrate for appropriate lengths of time to complete activities. Relationships are good, and the environment is calm and purposeful.
62. The teaching of children under five is never less than satisfactory. The non-teaching assistants make a significant contribution to the children's development allowing some opportunities for them to be taught in small groups. Classroom routines are clearly planned and groups are managed effectively. The teacher has quite rightly chosen to involve children under five in National Curriculum activities when they are judged to be at an appropriate level of attainment.
63. Resources are generally satisfactory. However the school recognises that some resources for this group of children are in need of improvement. There are plans to further extend children's opportunities to develop their gross motor skills through, for example, provision of large apparatus and wheeled vehicles.

## English

64. Standards of attainment in English overall at the end of both key stages are at least in line with national expectations and for a significant number of pupils they are higher. This does not entirely reflect the national assessment tests in 1999 when standards were well above the national average. All pupils, including those with special educational needs, make at least satisfactory progress. Standards of literacy overall, are good. However, there are some variations in the overall picture.

### *Speaking and listening*

65. In both key stages, pupils express themselves confidently and clearly. They listen carefully to their teachers, and to each other, and contribute sensibly to group and class discussions. In the literacy hour all pupils listen attentively to stories and poems and willingly ask and answer questions. In Key Stage 1, good opportunities are provided in other subjects for skills to be developed, for example, in religious education pupils discuss their ideas on the creation of the world. They listen attentively to stories and poetry and enjoy speaking to the class when opportunities occur. The youngest pupils in Key Stage 2 speak fluently when discussing differences and similarities between the views of different cultures. A good example was seen when pupils in Years 3 and 4 compared Christian views with those of the North American Indian. By the end of Key Stage 2, pupils' skills are developed further, for example when they discuss how poets manipulate words for quality of sound. They write, and read out poems of their own using the same technique. Good use of drama across the key stages is made to develop speaking and listening and this positively influences pupils' personal and social skills. The school is particularly successful in its annual Christmas performances to parents and friends, where there is a high level of pupil participation.

### *Reading*

66. Standards of reading throughout the school reflect overall attainment. Pupils enjoy reading, have a record of books they read, and are listened to regularly both at school and at home. The highest attaining pupils demonstrate a good degree of fluency, expression and understanding when reading. Pupils who experience reading difficulties in the early years have access to a well structured programme of reading which is matched to their abilities. The school has well tried procedures for identifying and assessing pupils reading and is systematic in monitoring and supporting them. As they move through Key Stage 1, all pupils develop a satisfactory phonic knowledge and sight vocabulary and recognise the high frequency word lists appropriate to their age. By the end of the key stage they can read these easily in and out of context and are well on their way to becoming independent readers. As they move into Key Stage 2, some are capable of reading more demanding texts, for example short novels, poetry and non-fiction. They particularly enjoy reading new books which contain new vocabulary. However this vocabulary is not always transferred to their written work, consequently writing sometimes lacks sparkle. By the end of the key stage, the standard of reading of most pupils is good and most are fully independent readers who read accurately and fluently with a good standard of expression. They are able to explain why they enjoy particular authors, for instance Roald Dahl, and can talk about the characters and plot in detail. Library skills are developing satisfactorily and pupils are provided with a good range of literature from which to choose from.

67. By the end of Key Stage 1, attainment in writing is in line with national expectations. Good use is made of the literacy hour for word sentence work. Pupils write simple phrases and sentences using capital letters and full stops. Careful attention is given to handwriting, punctuation and spelling and by the time pupils are ready to move to Key Stage 2, their writing is properly organised and ideas are developed in the correct sequence. Pupils can write extended pieces of writing, in story form, which show a clear development of structure. In Key Stage 2, this progress continues and by the time they leave the school all pupils are attaining the nationally expected level. Most are developing a sound understanding of how English works; grammar and punctuation and spelling are usually accurate. For example, they understand how synonyms, adjectives and adverbs can be used to enhance their written work. They extend their writing skills and write descriptive accounts, for example, their visit to Scarborough. However, greater emphasis needs to be placed on those skills acquired in the literacy hour to enhance extended writing. More redrafting of written work, using a computer for example, including stories, poetry and letters, and opportunities to write for a variety of purposes and audiences would greatly enhance the quality of written work. Most pupils can use dictionaries confidently to support their spelling. In their poetry they understand the importance of syllables to provide an effective structure for their writing. A good example was seen during the literacy hour in Key Stage 2 when pupils used the poem Colonel Fazackerley as a stimulus for writing their own poetry. In their narrative writing they understand the importance of planning with a setting, characters and plot, and a suitably convincing conclusion. The majority of pupils are developing a joined cursive and personal style applied across all subjects.
68. Throughout the school, pupils' responses are good. They particularly enjoy the discussions about texts at the beginning of the literacy lessons. Most pupils are able to work both independently and collaboratively and have good relationships with each other and with their teachers.
69. The quality of teaching is never less than satisfactory and in three quarters of lessons it is good. A feature of the good teaching is the knowledge teachers have of their pupils and the positive relationships between them. They use good questioning techniques effectively to test pupils' previous learning and to check their understanding. Work is generally well planned and taught using the framework of the literacy hour. Teachers make an effort to provide their pupils with a challenging range of interesting texts and activities. However, more cross-curricular links should be made wherever possible. A portfolio of exemplars of pupils' work is available to guide teachers in the assessment of pupils' work. Pupils' work is marked regularly and comments are informative.
70. The literacy co-ordinator ensures that medium term planning is effectively monitored and evaluated. Good use is made of standardised and end of year statutory assessment tests to record attainment throughout the school. Resources, including teachers and non-teaching staff, are used efficiently. Work is suitably differentiated to cope with the demands of teaching mixed age classes. Resources, particularly reading books and support material for the literacy hour, are good. The classroom libraries have a good range of fiction and non-fiction books.

## Mathematics

71. Standards of attainment in mathematics are at least in line with the expected levels at the end of both key stages. However, a small minority of pupils at Key Stage 1 and a number of pupils at Key Stage 2 reach a higher level. All pupils including those with special educational needs make satisfactory progress. The evidence from this inspection does not entirely reflect the results of the 1999 National Curriculum teacher tasks and tests. This highlights the differences in abilities of groups of pupils in successive years and statistical problems when small numbers of pupils are involved and some are absent. At both key stages, standards of numeracy are good. The school rightly sees the raising of standards in these skills as a high priority.
72. In Key Stage 1, the youngest pupils make a sound start and develop an appropriate mathematical vocabulary and understanding of mathematical concepts. They use ordinal numbers to ten with understanding and count in tens to 100. This satisfactory progress continues as pupils move through the key stage. In their work in shapes they recognise and can name squares, circles, triangles and rectangles. In their investigative work they record their favourite foods and spin a coin to find out about on which side it lands. In their work in shapes they recognise and can name two-dimensional and three-dimensional such as squares, circles triangles and cube, cuboid and cylinder.
73. Younger pupils use non-standard and standard units in their measurements; older pupils are beginning to recognise the need for more standardised measurements. By the end of the key stage the majority of pupils are developing effective mental strategies. They have quick recall of addition and subtraction facts to ten and 20, handle money with confidence and understand concepts of simple fractions such as a quarter and a half.
74. At Key Stage 2 pupils' mental strategies continue to develop well. For example, younger pupils can calculate money problems quickly and tell their classmates how they worked it out. They are developing a working knowledge of multiplication tables and by the time they leave the school these are well developed. Pupils carry out relatively complex mental calculations accurately. In their investigative work they compare the weight of popular newspapers and draw conclusions from their findings. Pupils of high prior attainment organise their investigative work well and use the evidence to explain and reason their findings. In computation, pupils multiply and divide numbers by ten and a 100. They check the reasonableness of their answers, for example, when comparing the length of a pencil. More able pupils can calculate the mean, mode and median, for example, when analysing a batsman's cricket average. Pupils measure time, length, and capacity confidently. However, there is a need to place more emphasis on developing pupils' competence in shape, space and measurement, for example, in three-dimensional shapes, symmetry, angles, perimeter, area and volume. There is a similar picture in handling data, for example, in graph work and probability
75. The quality of teaching in mathematics is generally satisfactory with some good elements. Teachers have sound subject knowledge, and this is particularly effective in teaching mental mathematics. This has a positive impact on pupils' attainment. These good elements are characterised by lessons based on clear learning objectives. Work is planned to cover the full ability and age range of the class. For example, at Key Stage 1, a range of activities involving money. A feature of most lessons is the good use of questioning to recap earlier lessons and to reinforce the work in plenary sessions. Management of pupils is generally sound with clear instructions about the work to be covered. Pupils' work is marked regularly.

76. Mathematics is planned under the framework of the National Numeracy Strategy. This is well supported by the useful local education authority advice for small schools. Although there is an acknowledgement that these have a beneficial effect on standards the school has identified through its own self-evaluation several areas for development. For example, the need to further provide all pupils with challenging work, raise the pace of progress in some classwork and to further develop pupils' skills in handling data at both key stages. Inspection evidence indicates that the school is well placed to meet its targets.
77. There are effective links with information and communication technology to support pupil's work in the numeracy hour. These are planned on a daily basis and give good opportunities to deepen their understanding. A good example was seen in ordering numbers, awarding medals to the javelin throwers in the Greek Olympics according to the distance thrown. Opportunities to monitor the quality of teaching and learning are in place to evaluate that standards throughout the school are rising.

## Science

78. Pupils' attainment at both key stages is in line with the levels expected nationally. For a small number of pupils, attainment is better and they reach a higher level. All pupils, including those with special educational needs, make satisfactory progress. The judgements made in science during the week of inspection broadly reflect the results of the 1999 standard assessment tests at Key Stage 1 although not at Key Stage 2. However, trends over three years show attainment at Key Stage 2 to be close to the average when compared nationally. A comparison with similar schools indicates that attainment in 1999 was below average. Caution is needed when interpreting and comparing statistics based on a small number of pupils.
79. In Key Stage 1, the majority of pupils know about the properties of every day materials and are developing a useful scientific vocabulary. In their investigative work, for example, they can describe which materials are good and poor conductors of electricity. They understand that sounds move through the air and know which materials absorb and reflect them. Pupils are confident when using electrical circuits and know that electricity has to be used carefully.
80. In Key Stage 2, pupils build on their existing knowledge. They can identify and use the scientific names of the major organs of the body. Younger pupils use dental models to learn that the shape of their teeth suits them for different purposes when they eat. Older pupils know that to keep healthy they need a varied diet. They confidently classify a selection of foods based on their proportion of carbohydrates, proteins, fats, minerals and vitamins. In their work physical processes they know that a force is a push or a pull and the effects of friction and gravity. They understand that forces acting on an object balance.
81. Opportunities for practical investigative work are limited and lack challenge, particularly for the more able pupils. There is a need for a programme of systematic enquiry to allow pupils to plan experimental work, to make predictions and hypotheses and recognise the need for a fair test if appropriate. Obtaining evidence and its consideration through recording and presentation of results and observations should be more rigorous. Pupils should be encouraged to draw sensible conclusions related to their own scientific knowledge and understanding.
82. The quality of teaching at both key stages is at least satisfactory and in Key Stage 2 occasionally good. In the most successful lessons teachers plan their work well with

interesting and imaginative activities designed to stimulate and challenge their pupils. A good example was seen in the work in healthy eating. The lesson was carefully planned with precise learning objectives designed to stimulate and challenge A range of strategies was used, for example, involving pupils listening, questioning, discussing, investigating, recording and drawing conclusions. In most lessons explanations of the work to be covered are clear and build on pupils' prior knowledge. Pupils enjoy science and show curiosity and interest. Overall they get on well together either when working as a whole class or in smaller groups. They listen carefully to their teachers and give clear and sensible answers to questions. The majority of pupils can discuss and share ideas and respect the views of others, and work with a degree of independence.

83. There are some good links to other subjects. For example, designing a poster to encourage healthy teeth and using information and communication technology simulations to explore how the circulation of the blood distributes food round the body.

### **Information and communication technology**

84. No direct teaching of information and communication technology was seen during the inspection. Opportunities to see pupils working in the classroom were limited. However, is clear from inspection evidence and from discussions with the co-ordinator and pupils that the school covers the full range of the Programmes of Study of the National Curriculum. Attainment and progress at the end of both key stages is satisfactory for the majority of pupils.
85. At Key Stage 1, pupils use their developing word processing skills to present their work. Younger pupils use simulations in their numeracy and literacy work to help recognise numbers and letters of the alphabet. As they move through the key stage pupils work confidently with art packages. They use the toolbar to choose shapes, draw lines and to fill them with colour, for example, their own faces as part of their science work. In control, pupils can program a floor robot to move forward, backward and turn through a right angle.
86. As pupils progress through Key Stage 2, they continue to build on their earlier experiences and further develop their word processing skills. For example, changing the font and colours, cutting, pasting and editing text. With a digital camera they use the pictures to merge with text as in their informative autobiographies in a classroom display. They store information in and print out the results as a graph. A recent development is the use of spreadsheets, for example, to convert sterling into foreign currency. The use of simulations and adventure programs is linked effectively to work in other areas of the curriculum. For example, exploring how blood circulates and supplies the body with food. They confidently use the Internet and CD-ROM based encyclopaedia to find and print information. For example, the Anglo Saxon Chronicle and the work of Henri Matisse. In control, pupils use procedures effectively to guide a floor robot and sequence traffic lights. Data logging is an area of development with plans to use temperature sensors for logging the weather.
87. It is clear that pupils enjoy working with computers and many have access at home. This has a positive impact on standards. Of particular note is their ability of all pupils to work independently. To ensure efficient use of the allocated time, a cross-curricular approach has been adopted. This gives pupils good opportunities to apply their information and communication technology skills and reinforce their learning in other subjects. Although staff are confident in teaching information and communication

technology there are some aspects in which they need further training, for example, in some aspects of control.

88. The school is well placed to improve standards. Resources for information and communication technology are good and easily available in the classrooms. The school has Internet access in the main building. Unfortunately this restricts access to the Internet for younger pupils in Key Stage 2 who are taught in the mobile classroom. Currently pupils are unable to use the Internet without supervision, as software denying access to unsuitable web sites is not installed.

### **Religious education**

89. During the week of inspection, opportunities to observe religious education lessons were few. Judgements are therefore based on those lessons observed, a scrutiny of documentation and pupils' work and discussions with pupils and staff. These show that standards of attainment in religious education, throughout both key stages, are in line with the locally agreed syllabus and all pupils, including those with special educational needs, make satisfactory progress.
90. In addition to gaining knowledge from within the schools' main focus on Christianity, pupils in Key Stage 1, are beginning to understand some basic aspects of customs and beliefs of other major religions, for example, Judaism Sikhism and Islam. They know and understand, for example, Christian and Jewish attitudes towards the Sabbath, the Christian festivals of Christmas and Easter and the Hindu festival of Diwali. Most pupils know that Diwali is a special celebration for Hindus and that it is known as the Festival of Light. By the end of Key Stage 1, pupils understand that Jesus was not just an historical figure but a special person. They know that Jesus was a healer and story teller and are familiar with some of his stories, for example, the Good Samaritan and the Sower. They know that he performed miracles to enable the blind to see and the deaf to hear They are familiar with the local church of St Leonard and can talk with confidence about the things they have seen on their visits. The youngest pupils in Key Stage 2 can talk about the creation and compare Christian teaching with other faiths. By the end of the Key Stage pupils have acquired a good knowledge of Christianity and a sound understanding of the basic principles of Judaism, Hinduism and Islam. Many are able to talk about special people who gave much of their own time and energy in helping others, for example, Florence Nightingale. They are familiar with terms such as font, lectern and pulpit and understand the symbolism of bread and wine at communion. Most are beginning to talk confidently about the religious festivals of some of the world's major faiths.
91. Pupils respond well to the subject. They are quiet, well behaved and respectful when listening to stories and are usually eager to join in with discussions.
92. The quality of teaching is never less than satisfactory. Teachers plan well and build on previous learning. They are very effective when they use suitable opportunities to underline the importance of personal qualities, for example, using the familiar context of the family to establish a concept such as caring and celebrating kind thoughts and actions of their pupils. They arrange visits to places of religious significance. A good example was a visit a Mamdir in Bradford where pupils listened to a Hindu talk about his faith, symbolism and service.

93. The school follows the local authority's agreed syllabus, delivered as a discrete subject and also within topics. There is a good collection of books covering a range of moral issues and a variety of artefacts relating to the major faiths of the world. Collective acts of worship during assembly make a satisfactory contribution to the school's teaching of religious education.

## **Art**

94. There were few opportunities to see art lessons during the inspection. Evidence was collected from a scrutiny of pupils' work, talking to teachers and pupils and by looking at displays around the school. These show that pupils attain standards appropriate to their age at both key stages. Progress for all pupils, including those with special educational needs, is satisfactory.
95. In Key Stage 1, pupils are taught key skills and apply these effectively through the use of different media, for example, in their collage of "Curtains". In their observational work they look closely at shape, texture and colour such as in their still life drawings of fruit. Colours are mixed well to give a good visual effect as in the shades of red and orange in the silhouettes of sunset. In their three-dimensional work they make clay pots and decorate with bright colours. They appreciate the work of famous artists such as Monet and the way they use colour in their work.
96. At Key Stage 2, pupils continue to make satisfactory progress and further develop their skills in painting and drawing. They build effectively on their close observational skills. The school is visited regularly by a local artist whose skills are effective in bringing pupils work alive. A good example was seen in the paintings of trees where the brushwork and choice of shades of green accentuated the form and colour of the leaves. They continue to study the work and techniques of other artists, for example, Kandinsky. Pupils confidently use a variety of materials well in their three-dimensional work, for example, in their life-like clay models of crocodiles and cardboard masks of animals.
97. At both key stages pupils confidently use information and communication technology as another medium and use art programs, for example, to illustrate their poems. Teachers plan interesting activities to stimulate their pupils. It is clear that that they, in turn, respond to this approach and enjoy their work. Plans are clear and provide a focus for individual lessons and ensure progression throughout the school. Art makes a useful contribution to pupils' cultural development through useful links with other subjects. At Key Stage 1, pupils make a collage of their ideas of the Creation and older pupils use pastels to draw cross sections of fruit to illustrate their work on healthy eating. Visits out of school, for example, to Beningborough Hall add further dimension and give opportunities for weaving textiles and to use natural materials.

## **Design and technology**

98. Only one lesson was seen in design and technology. However, from the evidence obtained through discussions with teachers and pupils, a scrutiny of planning and samples of work it is possible to draw positive conclusions about standards in the subject. Standards of attainment in design and technology are in line with what might be expected of pupils at the end of both key stages. Progress for all pupils, including those with special educational needs, is sound throughout the school.

99. The youngest pupils in Key Stage 1 develop skills in a range of activities including making models from a range of recycled materials, using construction kits and baking. For example, they construct animals with moving parts in their topic on toys. All pupils particular enjoy baking. A good example was seen when pupils measured and mixed ingredients for bread rolls. They tasted, discussed and evaluated the end product with enthusiasm. All pupils are able to use a variety of materials well, for example felt, wood, clay, salt-dough, card and disposable cartons. They can estimate, measure, mark out and cut simple shapes in a range of materials accurately. By the end of Key Stage 1, most pupils use a range of techniques to successfully join materials and make judgements about the end product of their work. For example, they discuss and evaluate their finished products, in this case, Robots, with a sound understanding of what makes their structure stable and durable. In Key Stage 2, the youngest pupils construct simple switches to operate a torch and a lamp and use coloured paper to make filters. Older pupils make and design catapults in connection with their work on the Romans and head dresses in their work on the Egyptians. By the end of Key Stage 2, pupils can confidently investigate, evaluate and discuss individual ideas leading to a design and have a satisfactory understanding of the processes involved.
100. Pupils have good attitudes towards design and technology. They talk about their designs and models with enjoyment and enthusiasm. They listen well to suggestions and work collaboratively on complex tasks. The quality of finished products shows that pupils take a pride in their work.
101. The quality of teaching is satisfactory. Teachers' planning and organisation ensures full coverage of the subject. Resources are sufficient to meet the requirements of the National Curriculum with a good selection of large and small commercial construction kits. There is also a good selection of tools for measuring, marking, cutting and joining.

## **Geography**

102. Only one geography lesson was seen during the inspection, at Key Stage 1. Further evidence from teachers' planning, a scrutiny of pupils' work is consistent with attainment appropriate to pupils of this age. Progress for all pupils is satisfactory.
103. At Key Stage 1, pupils' first hand experiences are used effectively as an important resource to develop their early geographical skills. Through walks around the school and the village they talk confidently about its features. People who serve the locality, for example, the local policeman, visit school to tell of their work. Pupils understand that geographical conditions influence our lives and have an effect on the physical environment. For example, in the clothes people wear and the weathering on the gravestones in St Leonard's churchyard. They enjoy studying the weather and keep a daily log in the classroom. In their studies of settlements they confidently identify different types of homes and talk about the features of towns and cities. Moving to a wider perspective they contrast their lives with children in Greece. Pupils' map skills are satisfactory and by the end of the key stage they can use and draw simple maps, for example, their journey to school.
104. At Key Stage 2, they build on these foundations. Younger pupils contrast life in extreme conditions, for example, everyday life in Kenya. They continue to make progress in their map skills making good use of small-scale maps of the village. Pupils use Ordnance Survey maps to cover four and six figure grid references. Pupils develop their geographical vocabulary when describing physical and human features in their

comparative study of Stoke on Trent. In their study of the wider world, pupils study the rivers of South America and the everyday life of people in the Caribbean.

105. Teaching and learning is satisfactory at Key Stage 1. Lessons are interesting through the effective use of resources and activities. Pupils are managed well. The majority of pupils are interested in geography and listen attentively to their teachers. In their individual work they concentrate and share ideas with their classmates.
106. Visits out of school provide pupils with interesting and stimulating first hand experiences. For example, the residential visit to Whitby. Geography makes a satisfactory contribution to pupils' cultural development.

## **History**

107. Opportunities to see history were limited to one lesson at Key Stage 2. However, evidence was gathered from this lesson, teachers' planning and a scrutiny of pupils' work. This indicates that attainment and progress at both key stages is appropriate to pupils of this age.
108. In Key Stage 1, pupils develop an understanding of chronology and effectively use their own lives as a starting point. The nearby church and the village itself are valuable resources. Local visitors are popular with pupils to talk about differences when they were children. Artefacts such as displays of old telephones and toys deepen pupils' concepts about life in the past. They can confidently retell stories about people who lived then for example, Florence Nightingale and Louis Braille. By the end of the key stage they have a developing knowledge of some important events in British history. For example, the Great Fire of London and the Coronation in 1953.
109. At Key Stage 2, they continue to build on these earlier foundations. They look closely at the culture of the peoples who invaded and settled in Britain. For example, the Anglo Saxons and the Sutton Hoo Burial. They increasingly understand about life in the past and confidently compare the similarities and differences between their own lives and children in Tudor times. Visits out of school, for example, to Clarke Hall and Eden Camp give pupils good first hand experiences and bring their learning to life. There are limited opportunities to complement the literacy hour by extending pupils' writing. A good example was seen when writing an imaginary account about their evacuation in the World War II. More opportunities would help the school to meet its target to improve pupils' written work.
110. From the limited evidence teaching and learning is satisfactory at both key stages. Most pupils have an interest in history. They enter into discussions and confidently share their ideas. Teachers make effective use of questioning to recall previous work and to develop pupils' knowledge and understanding. Resources are satisfactory with a range of reference books and artefacts. There are useful opportunities for older pupils to use the Internet and CD-ROM to develop their research skills and complement the work of their teachers.

## **Music**

111. During the week of inspection, opportunities to observe music lessons were few. Judgements are therefore based on those lessons observed, a scrutiny of documentation and discussions with pupils and staff. Standards of attainment in music are in line with what might be expected for pupils of this age and all pupils, including

those with special educational needs, make good progress. Provision covers the requirements of the National Curriculum in performing, listening, appraising and composing.

112. Pupils in Key Stage 1, listen to and understand a good range of music from different times in history. Pupils listen to music from other countries, but are not yet familiar with the variety of ethnic instruments used. By the end of Key Stage 1, pupils are able to listen to music and sing a good range of songs confidently and tunefully. Most pupils talk fluently about sounds and understand how musical sounds are made in different ways. They appreciate the difference between loud and soft tones and how these can express character and mood. Many pupils have a sound grasp of musical elements and are able to keep time and recognise rhythm. By the time they are ready to move into Key Stage 2, most pupils can compose simple percussion pieces using, for example, cymbals, chime bars, bells, wood blocks, tambourines and castanets. Younger pupils in Key Stage 2, listen to a piece of music, for example Peter and the Wolf and make notes relating to the characters and instruments. They extend their music vocabulary by discussing the similarities between instruments, for example, the clarinet and recorder. All pupils enjoy listening to popular classical music, for example, Vivaldi's Four Seasons. By the end of the Key Stage they are beginning to recognise pieces by famous composers, for example, Beethoven and enjoy listening to a variety of modern and traditional jazz. Many pupils are beginning to identify musical ideas and understand words, such as pitch and tempo. They understand, for example, that tempo is the speed of the music and can recognise this in a musical performance. Many are beginning to understand note values and can read simple notation. Some pupils can hold and compose a rhythm, follow dynamics, perform together and practise and perfect pieces. A good example was seen when older pupils wrote lyrics for a song and added a pentatonic tune, using glockenspiels.
113. The quality of teaching is good. Teachers ensure that all pupils take part in music making. They encourage them to learn to play a musical instrument and to be self critical of their performance. Teachers provide good opportunities for pupils to sing and perform music in the local church hall, for example, at Christmas. Opportunities are also provided for pupils to sing and perform during morning assembly. Throughout the school pupils have good attitudes to music. They enjoy participating in musical activities both individually and in groups.
114. The school has a written policy for music. Schemes of work are incorporated in medium term planning, ensuring full coverage of the National Curriculum. The curriculum, is enhanced through the help of the peripatetic music teacher who works closely with the co-ordinator. There is a good supply of musical instruments and other resources. These are easily accessible and well maintained.

### **Physical education**

115. Only one lesson was seen in physical education during the week of inspection. However, evidence from this lesson together with evidence of teacher's planning and from discussions with teachers and pupils it is possible to draw positive conclusions about physical education. Standards of attainment in physical education throughout the school are in line with what might be expected of pupils of this age, and all pupils, including those with special educational needs, make satisfactory progress. Pupils are taught games, gymnastics, athletic activities, outdoor activities and swimming. By the time pupils leave the school, all are confident swimmers. Dance takes place in the form of country dancing and music and movement.

116. The youngest pupils in Key Stage 1, travel on the floor and on apparatus using a variety of methods, for example, running, jumping, hopping, turning, balancing, swinging and climbing. By the end of the key stage, all pupils can find a space and perform a series of controlled movements, for example, travelling with a partner, passing a ball. Most can throw and catch a ball with a good degree of accuracy. All pupils are aware of each other's movements and can look and move in relation to everyone else. They work successfully with a partner and observe and comment on their partner's performance. By the end of Key Stage 2, pupils practise, improve and refine their performance through increasingly complex sequences of movements in individual activity, working in pairs and working in groups. They develop good co-operative skills in athletics and appreciate a winner in a game. In all games activities, most pupils throw and catch well, and can judge the flight and direction of a ball accurately.
117. Pupils have good attitudes to physical education and respond enthusiastically in lessons. All pupils wear appropriate dress, behave well, concentrate on their work and show confidence in performances. They answer questions willingly and are keen to show their expertise to the teacher and other pupils. From an early age pupils are taught to put out and tidy away items of equipment and this assists the organisation and pace of lessons. It also makes them aware of the safety rules and the need to give other members of the class due consideration. This subject is much valued and enjoyed by the pupils.
118. The quality of teaching is never less than satisfactory. Teachers work hard to provide interesting opportunities for pupils, for example, games and competitive sport within the Ripon cluster. Close attention is given to all aspects of health and safety. The subject is supported by an adequate policy document. There is an adequate range of resources with an appropriate range of moveable apparatus. Extra-curricular activities, for example, football, netball, kwik cricket, rounders and cross country running help to sustain and enhance provision.