

INSPECTION REPORT

**Lythe Church of England Voluntary Controlled
Primary School
Whitby**

LEA area: North Yorkshire

Unique Reference Number: 121507
Inspection Number: 193938

Headteacher: Mrs R Rothwell

Reporting inspector: Mr R F Spinks

Dates of inspection: 8 – 10 November 1999

Under OFSTED contract number: 707645

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Voluntary Controlled
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Richard Goodchild
Date of previous inspection:	15 – 18 April 1996

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Vicki Lamb, Lay Inspector	Physical education Special educational needs	Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Diane Dolley	English History Geography Art Music Religious education Equal opportunities Under fives	Attitudes, behaviour and personal development Curriculum and assessment Pupils' spiritual, moral, cultural and social development

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MAIN FINDINGS

What the school does well

- Standards are very high. Standards in English are above national and similar school averages and in mathematics and science are well above.
- There is high quality teaching in all subjects of the curriculum for pupils in all years. This is the main factor in helping pupils to make consistently good progress as they move through the school.
- The support and progress of pupils with special educational needs are very good.
- The ethos in the school is very good.
- Pupils' behaviour is good and frequently very good.
- The school is very well led. The management of the school ensures that the curriculum is well planned and meets all statutory requirements.
- The school efficiently uses its resources to ensure that pupils make good progress.
- The supportive governors are fully involved in the work of the school.

Where the school has weaknesses

There are no significant weaknesses. In the following areas, the work of the school is not as fully developed as in other aspects, although still at least satisfactory:

- I. Setting specific targets for individual pupils to attain.
- II. Providing parents with information about the work that pupils are doing.
- III. Monitoring the quality of teaching and the progress that pupils make.
- IV. Evaluating the cost-effectiveness of major developments.

This is a good small school. The school has many strengths which are directly concerned with the education and personal development of pupils. There are no significant weaknesses.

The governors may wish to produce an action plan to address the areas of relative under-development identified in this inspection report. If they do, the action plan will be sent to every registered parent or guardian of a registered pupil at the school.

• How the school has improved since the last inspection

The school has improved the quality of its work since the last inspection in April 1996. Pupils are achieving higher standards especially in English, mathematics and science. These standards reflect the improved progress pupils make and higher quality teaching. The improved teaching is now well supported by good curriculum planning.

Pupils have more opportunities to reflect upon important issues and the world around them. They have regular opportunities to make personal responses in religious education, art and music. They also have increased opportunities to learn about cultures other than their own.

The management of the school is more focused and, through effective development planning, is

sustaining high standards of achievement by pupils as well as continuing to develop the school as a whole.

The school has the capacity to sustain its present high standard of work and to make further improvements.

• **Standards in subjects**

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>very high</i>	A*
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
English	A	B		
Mathematics	A*	A*		
Science	A*	A*		

The number of pupils taking national tests each year is small, so results for any one year are not necessarily typical. However, over the last three years the standards achieved by 11 year olds in national tests and assessments have been well above those attained nationally. Results of 7 year olds in the national assessments for English, mathematics and science show a similar pattern of high standards in most recent years. The results indicate that the school is attaining very high standards in the core subjects of English, mathematics and science when compared with all schools nationally and with similar schools. They reflect the high standards of work that inspectors found throughout the school. Pupils in all four classes make good progress in response to good quality teaching.

In the other subjects of the curriculum, including information technology and religious education, pupils make consistently good progress. They are regularly challenged by well planned lessons which build very effectively on their previous learning.

• **Quality of teaching**

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Very good	Good	Good
Mathematics	Very good	Very good	Very good
Science		Very good	Very good
Information technology		(i)	(i)
Religious education		(i)	(i)
Other subjects	Very good	Good	Good

(i) Insufficient teaching was observed in these subjects to make a secure judgement regarding the quality of teaching.

These judgements were based upon the observation of 31 whole or part lessons. Teaching in 24 lessons was judged to be good or better and there was no teaching judged to be less than satisfactory. In 14 lessons teaching was judged to be outstanding or very good. Good teaching was seen in all classes and with all teachers. Teachers plan lessons thoroughly to ensure that the work challenges pupils so that they make good progress. Teachers use a good range of teaching strategies to keep the work interesting and challenging. They use their assessments of pupils' learning to guide their planning. Good teaching and well managed, very effective in-class support enables pupils with special educational needs to make good progress.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	Overall, pupils' behaviour is good. It is mostly very good and often excellent. Pupils are caring, polite and courteous.
Attendance Ethos*	Good. Pupils attend regularly and usually arrive punctually. Very good. There is a drive towards high standards which is balanced by a very caring and family-like atmosphere in the school.
Leadership and management	Very effective. The school is well led by the headteacher who provides clear direction for the school. The governors are very supportive. They work hard to secure the future development of the school through careful planning and budget management.
Curriculum	There is a broad curriculum which gives appropriate emphasis to all important aspects of the subjects taught. The school has very effectively established both the National Literacy and Numeracy Strategies whilst maintaining the relevance of the other subjects of the curriculum.
Pupils with special educational needs	These pupils make good progress and often achieve higher standards than those originally set for them.
Spiritual, moral, social and cultural development	Good. Pupils' moral and social development are very good. Spiritual and cultural development are addressed well through the subjects of the curriculum.
Staffing, resources and accommodation	Staff are well qualified and experienced. They make very effective use of the resources available to them to deliver the curriculum well. Overall, the accommodation is well used to support the subjects of the curriculum. The well maintained buildings are enhanced by well presented displays of pupils' work.
Value for money	Pupils achieve high standards and make good progress, including those with special educational needs. The school has a higher than average income but also has higher than average standing costs. Pupils behave well and their spiritual, social, moral and cultural development is good. The school manages its resources well and gives good value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school

- V. The good progress pupils make through the school.
- VI. The caring and sharing attitudes promoted by the school.
- VII. The good behaviour of pupils.
- VIII. The good induction processes when pupils enter the school and the good liaison with the local junior high schools.
- IX. The encouragement of a high level of parental involvement supporting in classrooms.
- X. The school is well organised.

What some parents are not happy about

- XI. There was a view that sometimes too much or is was offset by the opposite view.
- XII. Parents would like more information re to their children.
- XIII. Some parents would also like more lessons.

Inspectors support parents' positive views of the school. Standards are high and pupils make good progress. Pupils' behaviour is good and frequently very good and the pupils are polite and courteous to visitors and one another. Older pupils look after younger pupils and all pupils actively support those with special educational needs. Many parents were observed helping in classrooms and they provided a positive enhancement to the already good quality learning experiences available to pupils.

Whilst parents receive a range of very useful information from the school, they could receive more information regarding the work their children will cover over a term as well as more explicit explanations regarding homework. The latter would enhance the positive impact homework has on the progress pupils make.

KEY ISSUES FOR ACTION

The report identifies some aspects of the school's work in which practice, although satisfactory, is not as well developed as other aspects. In particular, the governors may wish to consider the action they will take in the following areas:

- 1) To further develop the setting of targets for attainment for individual pupils which are:
 - a) shared with parents to ensure that the highest standards are achieved through a co-operative effort from pupils, parents and teachers, [26, 48, 59] and
 - b) used to increase the precision of setting whole-school targets. [26]
- 2) To further develop communications with parents to include more detailed information on topics which children will cover in lessons each term. [51, 62]
- 1) To monitor more closely the quality of teaching and the progress pupils make. [48, 59]
- 4) To further develop procedures for the evaluation of the cost effectiveness of governors' development decisions. [70, 82]

The numbers in brackets relate to the main paragraphs of the full report where these issues are mentioned.

3) **INTRODUCTION**

3) **Characteristics of the school**

1. Lythe Church of England Voluntary Controlled School is situated in the village of Lythe near the coast to the north of Whitby. It educates pupils between the ages of 4 and 11. The majority of pupils come from the surrounding area. A number of pupils travel to the school by bus and taxi from outlying rural areas.
2. The headteacher and two other staff have been in post at the school for some years and one teacher has been recently appointed. A nursery has recently been opened which serves local children in the mornings. The school is organised into the nursery and four other classes:- Reception, Year 1 and younger Year 2 pupils; older Year 2 pupils and some Year 3 pupils; Year 3 and Year 4 pupils and Year 5 and Year 6 pupils. The Year 2 and Year 3 class uses the main school hall as a teaching base in the mornings and the nursery accommodation in the afternoons. The school hall is also used for physical education activities, assemblies and as a dining area at lunchtimes.
3. There are 80 pupils on roll, which makes this a small school compared with the average size of primary schools nationally. There is a wide variation in the numbers of pupils in each age

group. For example, there are 20 pupils in Year 3 and 8 pupils in Year 1.

4. Just over seven per cent of pupils are eligible for free school meals and this figure is below the average for primary schools. There are no pupils for whom English is an additional language and none from ethnic minority backgrounds. The school has placed 22 pupils on its register of special educational needs and there are two pupils with formal statements of need; these figures are broadly in line with national figures.
5. The attainment of pupils on entry to the school is broadly above average, although the varying numbers in each year group mean that the proportions of higher and lower attaining pupils vary significantly year-on-year. Taken as a whole, the pupils in the school cover the full range of attainment. The proportion of pupils from advantaged backgrounds is above the national average although the full range of backgrounds is represented in the school population.
6. The school was inspected previously in April 1996.
7. The following is a summary of the aims and priorities as stated by the school.
 - *To ensure high standards of teaching and quality learning through achievable goals.*
 - *To strive for continual school improvement in the quality of teaching and learning.*
 - *To create well motivated, independent learners.*
 - *To offer a broad and balanced curriculum.*
 - *To ensure good progress in literacy and numeracy.*
 - *To help our children to be caring and well mannered showing respect for all those involved in our school community.*
 - *To create a secure, happy working environment within the school.*

• **Key indicators**

1. The results of boys and girls are not published separately in this report as the small number of pupils involved would mean that individuals might be identified.

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2 for latest reporting year:		Year	Boys	Girls	Total
		1999	-	-	9
8. National Curriculum Test Results		English	Mathematics	Science	
Percentage at NC Level 4 or above	School	89 (100)	100 (83)	100 (100)	
	National	70 (65)	69 (59)	78 (69)	
8. Teacher Assessments		English	Mathematics	Science	
Percentage at NC Level 4 or above	School	89 (83)	100 (83)	100 (100)	
	National	68 (65)	69 (65)	75 (72)	

8. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.0
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

8.

8. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

8. Quality of teaching

Percentage of teaching observed which was:		%
	Very good or better	45
	Satisfactory or better	100
	Less than satisfactory	0

.....

1 Percentages in parentheses refer to the year before the latest reporting year

2 **PART A: ASPECTS OF THE SCHOOL**

2 **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

2 **Attainment and progress**

1. In this small school the number of pupils in each year group varies significantly. Therefore the proportions of both higher and lower attaining pupils alter from year to year. However, the inspectors judge that the attainment of pupils on entry to the school is generally above the average. By the age of five the standards attained by pupils are above those expected nationally in language and literacy, knowledge of the world, mathematics and in physical and creative development.
2. In the 1999 national assessments the percentages of Key Stage 1 pupils who attained the national targets of Level 2 in reading, writing and mathematics were well below the national average, however, the percentages attaining the higher Level 3 were well above the national averages in all three subjects. In comparison with similar schools the percentages of Key Stage 1 pupils attaining the target Level 2 were very low, but the percentages attaining the higher Level 3 were well above the average. These results reflect the observations of inspectors who judge that there were significant numbers of lower attaining pupils in this particular year group.
3. Over the previous three years, attainment at Key Stage 1 has been very high in comparison to national averages for reading, writing and mathematics for both boys and girls.
4. In the 1999 national assessments the percentage of 11 year olds who attained the nationally expected target of Level 4 in English was well above the national average and in mathematics and science it was very high. The percentages obtaining the higher Level 5 were well above the average for English and very high in mathematics and science. In comparison with similar schools attainment in English at Level 4 was above average and in mathematics and science it was very high: at Level 5 attainment in English and science was well above and in mathematics it was very high.
5. Over the last three years, attainment at Key Stage 2 has been above national averages for boys and well above for girls in English, mathematics and science.
6. The results at both key stages are in line with the standards of work found by inspectors. From the evidence seen in lessons, a systematic review of pupils' work and talking to pupils, the standards of attainment of many pupils are well above those typical for their age. Teachers ensure that pupils are challenged by their work, so that the attainment of high standards is expected. Pupils with special educational needs attain standards at least in line with the targets set for them and they often exceed these targets through hard work.
7. By the end of Key Stage 1 and Key Stage 2, the majority of pupils are on course to attain standards above the national expectations in English, mathematics and science. Standards in information and communication technology and in religious education are above those typically found. Standards of work in all other subjects of the curriculum are at least in line with those expected and frequently higher. The high standards being attained by pupils reflects the

enthusiastic, well planned teaching they receive.

8. Standards in speaking and listening are significantly above national expectations. In Key Stage 1 pupils explained, for example in science, how they had separated a range of items into groups according to whether they were hard or soft and shiny or dull. Pupils in Key Stage 2 are able to discuss their work well, for example, when explaining the way they had analysed the contents of boxes of sweets and then presented the information graphically using the computer.
9. Standards in reading are high. Many pupils attain standards above those expected. Pupils in both key stages read regularly for pleasure. They read with expression when reading aloud and are frequently expected to read to the others in the class. For example, pupils in Year 1 read the instructions for using a computer programme to the rest of the class. By the end of Key Stage 2, pupils effectively extract information from a range of written materials.
10. Standards in writing are good. Pupils in both key stages are expected to present their ideas clearly and by the end of Key Stage 2 they use punctuation appropriately. They write for a range of audiences and for a variety of purposes. For example, in Key Stage 2 pupils had written articles for a local newspaper as well as descriptions of life in Tudor times in their history work. They spell common words correctly and their joined up handwriting is neat and well formed.
11. Overall, standards in literacy, identified within all subjects, are high.
12. Standards of attainment in mathematics are very high. In both key stages pupils demonstrate very good number skills. In Key Stage 1 they understand number bonds and addition and subtraction of numbers to at least ten and frequently to thirty. Pupils in Key Stage 2 are able to multiply accurately using two and three digit numbers. For example, pupils in Years 5 and 6 were able to identify sequence patterns involving multiplication and the highest attaining pupils were finding patterns involving the squares of numbers to ten. Pupils in both key stages use number well to support their work in science and design and technology. They handle data very well presenting data graphically. They also extract and interpret data from a range of sources. Attainment in the other areas of mathematics is good. They have a good understanding of shape and space and use measure, particularly in supporting design and technology, very well. Standards in numeracy are high.
13. Attainment in science is above the nationally expected level. Pupils have a clear understanding of important scientific ideas and facts by the end of Key Stage 1 and are able to use their knowledge to make simple predictions. By the end of Key Stage 2 pupils are able to offer detailed explanations of their experimental findings. For example, pupils in Years 5 and 6 could predict whether a range of different electrical circuits would work and to explain accurately the reasons for their predictions. Attainment in all aspects of the science programme is good. Their attainment in investigative science is particularly good as pupils are challenged to develop their own ideas and to test them with simple experiments.
14. Overall, pupils make good progress in all subjects throughout both key stages. In the lessons observed and the systematic analysis of current and past work, pupils were seen to make consistent progress as they move through the school. For example, in design and technology nursery pupils design and make simple houses from cardboard boxes showing developing cutting and sticking skills; pupils in Year 1 make artefacts from clay and pupils in Years 5 and 6 design and make sophisticated rooms to be incorporated in the 'Henry's House' project. The

progress they make is sustained over long periods. The careful and detailed plans teachers make for the teaching of the subjects of the curriculum help to ensure that progress is good and consistent.

15. Pupils with special educational needs make at least good progress. They are set challenging targets in their individual education plans and many exceed these targets. Teachers and support staff work very effectively together. The support staff make a significant contribution to the progress these pupils make.
16. There have been significant improvements in the standards attained by pupils since the last inspection. This is particularly so for English, mathematics and science. Progress in all subjects has also improved at both key stages.
17. In the day-to-day work of the school, inspectors found no evidence to suggest any significant difference between the attainment of boys and girls, even though there are more boys on the school roll than girls and in some classes there are significantly more boys than girls.
18. The school has set realistic but challenging targets for future attainment based upon a wide range of information. Challenging attainment targets are set for individual pupils, although these are not closely linked to National Curriculum objectives nor shared sufficiently with pupils and their parents.
26. **Attitudes, behaviour and personal development**
19. The school actively promotes a positive work ethic set within a framework of care and concern for all within the school community. As a consequence pupils feel secure and confident in school. They concentrate very well and take their school work very seriously. Pupils are keen to succeed.
20. Behaviour is generally good. On many occasions:- in lessons, at lunchtime and at play behaviour is very good. School rules are fairly and consistently applied and pupils understand what is expected of them. They are polite and courteous to staff and visitors and they show respect for and a pride in their school.
21. Relationships in the school are very good. Pupils work well together. They co-operate effectively to complete practical tasks and collaborate to produce shared results. For example, pupils in Year 1 regularly discuss their observations with a partner in science lessons.
22. Pupils show concern for the feelings of others, particularly those less fortunate than themselves. They are keen to take responsibility for the management of their own work and they respond well to opportunities to contribute to school assemblies and general classroom duties. There were no incidences of bullying during the inspection but clear procedures are in place should this occur.
30. **Attendance**

23. Attendance is good at 96 per cent for the last academic year and is broadly in line with rates in similar schools nationally. There has been a slight drop from the rate recorded during the last inspection.
24. Registers are generally very well kept but are not always totalled immediately to show the exact numbers of pupils present, in figures, for each class during the session in progress. The school requires parents to notify the office or class teachers at the beginning of the first day that their child is absent and the great majority of parents do so. There are good procedures in place to obtain reasons for any un-notified absences quickly. The rate of unauthorised absence in the school is nil.
25. Registration procedures are conducted promptly and efficiently. Staff make very good use of the time to reinforce expectations that reasons need to be given for non-attendance and that pupils should arrive at school punctually. In addition, opportunities are provided for pupils to exchange news with staff or occupy themselves with tasks related to work in class.
26. On the whole, pupils arrive punctually to school and routines are well managed during the day to ensure a prompt start to lessons.

34. **QUALITY OF EDUCATION PROVIDED**

34. **Teaching**

27. Teachers teach their own classes all subjects of the curriculum except where the headteacher has time for administrative duties and the covering teacher teaches science, design and technology and information technology to the oldest pupils. The school had reorganised from three classes to four at the start of this school year.
28. Overall, the quality of teaching is good. Teaching in all the lessons observed was at least satisfactory, with almost four out of five lessons judged good or better. Nearly half the lessons observed were judged to be very good or outstanding. Good teaching occurred in all classes. These figures indicate that the quality of teaching is better than at the time of the last inspection. Good teaching is promoting good progress by pupils, which is leading to the attainment of high standards.
29. Teaching of children under-five is very good. Teachers have good subject knowledge and use this to plan effective lessons. Lessons have a clear introduction which identifies the activities and learning expected. Teachers make effective use of a range of materials and equipment to ensure that learning is practically based. For example, pupils' understanding of materials was enhanced when they made model houses from cardboard boxes. Support staff and parent classroom helpers are well briefed by the teachers so that they make a very significant contribution to pupils' learning.
30. In Key Stage 1, teaching is good and often very good. Teachers have a secure subject

knowledge and use a range of strategies and approaches to promote learning. Lessons are effectively planned with a clear beginning, which identifies what is to be learned, and a conclusion, which confirms the learning that has taken place. Teachers effectively assess pupils' work, recording important information on pupils' progress, almost lesson by lesson, and they use this information to guide the activities planned for the next lesson. This ensures that pupils make consistently good progress. For example, in a mathematics lesson pupils were working on number bonds to twenty. The teacher organised the class into three working groups and set each group a different task to meet their particular needs. This enabled all pupils to make good progress through effective teacher support and a good summary of learning for each group at the end of the lesson. The effectiveness of this lesson was further enhanced by the work of the support staff working with pupils with special educational needs.

31. In Key Stage 2, teaching is good, frequently very good and occasionally outstanding. Teachers have a good understanding of the subjects they teach and the effective planning of lessons ensures that pupils make good progress. Teachers have high expectations of the work pupils do as well as their behaviour and concentration. Lessons are challenging and are delivered at a brisk pace often enthusing pupils to attain very high standards. Teachers use a range of approaches and regularly organise the pupils into different groups to meet their learning needs. For example, in an art lesson the teacher introduced the artist Monet with a lively reading and set clear targets for the completion of a good piece of artwork. Pupils responded by completing a piece, which demonstrated their understanding and skills in using the appropriate resources. Teachers very effectively manage support staff and parent volunteers enabling them to make a good contribution to pupils' learning and progress.
32. Teachers' planning for their own classes is based upon the agreed whole school curriculum plan. This approach helps to ensure that pupils' learning experience build coherently upon what they already know and can do as they move from the nursery to Year 6. Such planning ensures that the requirements of the National Curriculum and the locally agreed syllabus for religious education are fully met.
33. Teachers assess pupils' progress very well and record the information so that it can be used to guide next steps for learning as pupils move from class to class. Although teachers use assessment information to set broad targets for pupils to achieve, the targets are not closely linked with the National Curriculum programmes or standards. The targets are not yet being fully shared with pupils and their parents.
34. Teachers are delivering the National Literacy Strategy and the National Numeracy Strategy very effectively. Pupils are making good progress in these lessons. Teachers appropriately recognise that these strategies are complementary to the National Curriculum programmes for English and mathematics.
35. Pupils with special educational needs receive good support in lessons. The good strategy, which balances in-class support with withdrawal in small groups, is having a positive impact on the progress these pupils make.
43. **The curriculum and assessment**
36. The curriculum is broad and meets the requirements of the National Curriculum. Sufficient

time is allocated to teaching the key aspects of all subjects. The school is successfully implementing the Literacy and Numeracy Strategies in line with national guidelines.

37. All curriculum policies have been reviewed since the last inspection. They are clearly written in a similar style and are supported by detailed long term plans or schemes which vary slightly in format. The Qualification and Curriculum Authority's guidance is used to support the curriculum overview which details what pupils are to learn across the two key stages. In some subjects this is supplemented by detailed guidance from the local education authority. Class planning is based on a cross-curricular theme which may, for example, take as its starting point key figures in history. Themes are well chosen to provide interest and relevance for the pupils while allowing a wide range of subjects to be covered. For literacy and numeracy there are detailed medium term plans covering each half term. This format has been extended to other curriculum areas. Weekly plans are precise and clearly identify learning outcomes across the ability range. Plans highlight the learning needs of different groups and pupils with special educational needs are especially well targeted. These detailed planning arrangements are of high quality and contribute significantly to the good progress pupils make.
38. Religious education is taught in accordance with the requirements of the North Yorkshire Agreed Syllabus and is well linked to whole school themes. Health education is taught separately although it is frequently linked to science. Governors have recently approved a policy for the teaching of sex education which came into operation at the beginning of the autumn term.
39. There is some opportunity for pupils to engage in extra-curricular activities. There are weekly opportunities for participation in netball and soccer through local leagues. Instrumental tuition is available for guitar, keyboard, woodwind and strings. There is no regular school choir although the school participates in the Whitby Junior Choir Concert on an annual basis. Year 5 and 6 pupils visit a residential centre for a week. These activities make an important contribution to pupils' learning and all round personal development extending the contacts with pupils of similar ages.
40. The revised assessment policy is clearly set out. It makes reference to using assessments of individual pupils' attainment to guide next steps for learning. Considerable progress has been made since the last inspection in assessing pupils' progress against clearly defined objectives for their learning. The policy is applied consistently by all members of staff. However, information gained from such assessment is not formally used to set learning targets for individual pupils which are then shared with the pupils and their parents. This limits the impact of good assessment practice on the progress of pupils' learning. Nursery assessments chart the progress of children from admission to transfer to main school. These records are systematically used to inform the planning of pupils' nursery experiences. Baseline assessments on entry to school are completed in line with national requirements. This information feeds into individual pupil records as they proceed through the key stages. These records are not sufficiently used to identify targets for pupils' future attainment.
41. Statutory assessments carried out at the end of both key stages are reliable and thorough. They are based upon a wide range of detailed information, particularly in English, mathematics and science. Teachers use a range of test materials to validate their on-going assessment of pupils' attainment.

42. The assessment process for pupils with special educational needs is especially well developed with regular, ongoing assessment used to support plans for future targets.
43. Marking is usually regular and consistent across the school. Comments are encouraging and usually help pupils to improve their performance. A key feature is the extent to which teachers are willing to share their own experiences in order to take pupils' learning forward. For example, 'I always found the nine times table difficult to learn but I did it this way ...'. Annual reports are written in a clear and informative style and are much appreciated by parents. In general, parents report that they are kept well informed about pupils' progress although they would welcome more information regarding the topics being taught each term and the homework their children are being set.

51. **Pupils' spiritual, moral, social and cultural development**

44. Pupils' personal development is well supported through planned opportunities for them to make detailed personal responses to their work in the subjects and themes of the curriculum. The school community has established a culture of care and a firm commitment to high standards for all. An inspection under Section 23 of the School Inspections Act 1996 took place at the same time as this inspection and provides more detailed information regarding religious education and collective worship. In acts of collective worship pupils are encouraged to reflect on religious celebrations and acts of remembrance. In response to the previous inspection a sense of occasion, awe and contemplation is built into the planning of all assemblies. Pupils are encouraged to consider the spiritual dimensions of life and work through the study of different beliefs and key figures in history. They express feelings of empathy in their oral and written work.
45. Moral and social development is especially well supported. Adults, through example, make clear the boundaries set for pupils within a supportive school community which, in turn, expects pupils to behave responsibly and fairly. It encourages pupils to understand right from wrong and the contribution that each child must make for the good of the school community. As a consequence, pupils show genuine concern for the needs of others and show considerable sensitivity in their response to pupils with special educational needs and those experiencing any kind of personal difficulty. The school is especially successful in this respect.
46. Since the last inspection, the school has taken steps to widen pupils' opportunities to appreciate a wider diversity of culture. This has included the study of major religions other than Christianity and involved visits to places of worship such as a synagogue. The work is supported through planned topics which focus on communities both at home and abroad which are outside the experience of pupils. This is effective in enabling pupils to respond personally to a wider religious and cultural diversity than available to them in their own community. In art, the study of artists such as Monet has not only developed pupils' artistic skills but also an appreciation of their own responses to different artists' work.

54. **Support, guidance and pupils' welfare**

47. Arrangements for the support, guidance and welfare of pupils are good. Staff know pupils well and procedures are in place to support, advise and guide them according to individual needs. Parents are satisfied that their children like school and in particular view the promotion of positive attitudes, such as sharing and caring for one another, as a strength of the school.
48. The previous inspection found a secure environment and satisfactory health and safety procedures although there was a lack of formal policies. The school now has a wide range of relevant policies and good procedures. A good, clear policy formalises the school's commitment to ensuring pupils' welfare and includes annual assessment of risks. The school has taken advice about concerns over the movement of traffic on the site at and is monitoring the situation carefully. Good supervision and well organised routines promote safety throughout the school day.
49. Satisfactory procedures are in place for monitoring and promoting good attendance. There is a very good policy for child protection which is underpinned by the development of good relationships in the school, and effective guidance for staff. Good working relationships are established with a range of support agencies. The very good health education programme promotes the development of a set of positive personal values and skills necessary to enable pupils to make informed and responsible choices to help keep themselves healthy, clean and safe.
50. The school has good procedures for monitoring behaviour and promoting high standards. There is a satisfactory policy which reflects the aims of the school and is in turn reflected in day-to-day practice. Pupils' successes are celebrated in class and assemblies. Arrangements for promoting constructive play during breaks are satisfactory and supervision is good. There is sufficient space on the hard surface for some team games but the wide age range of pupils and the single area available during damp weather result in restrictions, for instance, in opportunities for ballgames. In addition, there are no specific quiet areas or seats for pupils who wish to spend their time peacefully. These pupils currently stand or sit against the walls. The vast majority of parents are satisfied that the values and attitudes promoted by the school are beneficial to their children and that high standards of good behaviour are achieved.
51. Very good formal and informal procedures are in place for monitoring progress and personal development which continuously add to teachers' knowledge of pupils from their earliest days in the school. However, these are not used to set targets for pupils which are linked to National Curriculum expectations. Staff make good use of praise for effort and successes to help pupils continue to progress, both academically and in their personal development. There is a very supportive programme of visits by prospective pupils and their parents, in particular through events such as assembly, which are shared with nursery pupils. Good liaison with secondary schools helps pupils transfer happily to the next stage of their education.
52. The day-to-day practices, formal procedures and personal support provided by the school make a good contribution to pupils' well-being, personal development and the attainment and progress which they make in school.

60. **Partnership with parents and the community**

53. The school has a good relationship with parents and the community which makes a positive contribution to pupils' progress and attainment. Parents are very appreciative of the work teachers do for their children and find the school welcoming and very well organised. However, a significant number would like to see more structured homework to match the ages of children with associated information on how they can help their children at home.
54. The school prospectus gives a good level of general information about school life but details on what is taught are not fully developed. Parents receive useful and encouraging annual reports on their children's progress. The reports of older pupils are of a particularly high quality and include detailed references to pupils' personal development. However, the reports do not provide space for pupils and parents to contribute their views. Parents are provided with opportunities to discuss any aspect of their child's education at formal meetings twice yearly and at other times if needed. School makes very good use of letters home to communicate with parents about school events. These newsletters are also well used to promote a good working partnership by providing parents with information on courses available to them which may enhance the ways in which they can support their children with school work. Parents have opportunities to attend meetings in school to hear about new curriculum developments, such as in literacy, numeracy and science.
55. The school extends a clear welcome to parents to help in classrooms and there are now more parents actively involved than at the time of the last inspection. A very good feature of the parents' and community commitment to the school is the way in which volunteers are organised to provide regular support in nursery in the absence of a nursery nurse. Parents' involvement in their children's work at home is satisfactory. Pupils take reading books home daily and a card is provided for parents' comments. The school has recently introduced a homework policy which aims to ensure that pupils and their parents are clear about what is expected for each age range. However, this policy is not yet established and some parents expressed concern that homework is inconsistently set. A committed group of friends of the school organises social events and has been central in the establishment of a nursery on site.
56. The school has developed good links with the community to support the curriculum and give pupils positive experiences of the wider world. The school aims to help pupils develop an awareness of their place in the community and the contributions which individuals and organisations can make. Pupils take part in science and technology workshops organised by local businesses and older pupils visit a safety workshop run by the emergency services. Very good use is made of the local environment to add an extra dimension to work done in school. Pupils visit local towns, museums and beaches. The local community is invited to open afternoons and to share expertise and experiences.
57. Good working links are established with the church. Pupils take part in shared services to which family and friends are invited and the vicar is a regular visitor to school to lead assemblies and take part in school events. Pupils make good contributions to the life of the community by raising money for charities and donating their harvest gifts. There are regular sporting events undertaken in partnership with other schools and a residential trip made annually by older pupils alongside their peers in other small schools. These initiatives help pupils mix with a larger number of their age group than is usually possible in a small school and provides a good foundation for their move to secondary school.

58. There are good links with the local junior high schools and pupils and parents receive a wide range of support during the term before pupils transfer to the next stage of their education.

66.

66. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

66. **Leadership and management**

59. Overall, leadership of the school is very good. The headteacher, who is the lead professional, provides the school with clear educational direction. Her quiet style supports staff and she has worked hard to establish common approaches throughout the school. This has resulted in the school fully meeting its declared aims.

60. There is a very good ethos in the school with a drive towards high standards and an atmosphere that enables all pupils to learn in a positive and caring school society. A consultative approach to school development helps to promote good relationships amongst the staff and they work very effectively as a team. The recently appointed teacher is beginning to feel part of the team after half a term. All teachers take responsibility as co-ordinators for some subjects throughout the school. Whilst managing co-operatively they use their individual subject expertise well. A programme of monitoring by subject co-ordinators is being established. Co-ordinators monitor teachers' planning to ensure that statutory requirements are met in the subjects of the curriculum. They also ensure that planned learning builds upon what pupils already know and can do.

61. The governing body fully supports the school, carries out its responsibilities very effectively and ensures that statutory requirements are fully met. They share a common purpose with the staff and take appropriate part in the strategic management of the school. For example, the recent management of the opening of a nursery unit, including raising funds, demonstrates the governors' commitment to school development within the community. Governors regularly visit the school as helpers including supporting extra-curricular sporting activity. The literacy governor has visited all classes to observe the delivery of the literacy hour and the numeracy governor has begun to observe the numeracy hour.

62. Governors are kept well informed by the headteacher through her regular meetings with the chair as well as formal meetings. There is a clear and detailed plan for the school's development. This provides a strong framework for the development of the school. Governors work effectively through a committee structure, which ensures that curriculum and budgetary issues are considered in depth and all statutory requirements are met. Governors are developing their procedures for monitoring and evaluating the work of the school but these procedures are not sufficiently linked to budgetary decisions to measure their cost effectiveness.

63. The day-to-day administration of the school is very efficient and effective. Support staff contribute fully to the supportive and caring environment of the school. The school is well organised.

64. The headteacher and the governing body have managed the school very effectively since the last

inspection. There have been significant improvements in many aspects of the school's work. They have the capacity to ensure that current high standards are maintained and that the school continues to develop.

72. Staffing, accommodation and learning resources

65. The number, qualifications and experience of the teachers match the demands of the curriculum. All teaching and non-teaching staff are deployed very effectively. All members of staff participate in the appraisal process and have job descriptions. In-service training is planned in conjunction with the school's development plan and the teacher appraisal process. The non-teaching staff make a significant contribution to the teaching and learning of pupils with special educational needs and the children in the nursery.

66. The accommodation is in good structural and decorative condition and is adequate for the number of pupils on roll. The class bases are organised well and laid out in an effective manner with stimulating displays of pupils' work, books and artefacts. However, the current situation with Class 2, which uses the hall as a base in the mornings and the nursery in the afternoons, is under review. The constraints of this situation are well managed by the teacher but some teaching time is being lost and some pupils find it difficult to settle after the necessary movement. At this time the benefits of the smaller teaching group are being off-set by the accommodation difficulties and for this group of pupils in Class 2, progress has not been enhanced as much as for other classes by the re-organisation.

67. The environment is further enhanced by a variety of displays in other parts of the buildings. The commitment of the cleaning staff contributes significantly to the care of the buildings and in providing a welcoming learning environment for pupils.

68. The school hall provides a good resource for physical education and comfortably accommodates the whole school for assemblies. The floor is well maintained making bare foot activity in dance, for example, possible. There are good playing field facilities within the school grounds. The grounds are safely fenced making the whole area safe for pupils. There is a large hard surface playground, which is marked out for formal games as well as for play activity.

69. The recently established nursery is housed in a mobile classroom. There is a good, secure play area for these pupils where large toys provide good learning experiences.

70. There are sufficient resources available to teachers and pupils to cover the full education programme. There are sufficient class based fiction and non-fiction books, and the latter are enhanced by the use of topic books from the local education authority's library service, for example, in their work on the Tudors in Years 5 and 6. Each classroom has a computer and pupils have access to further computers in the common 'wet area' space. There is a good range of computer software, which enhances learning and provides the tools for pupils to access further information, word process and handle data.

78. The efficiency of the school

71. The governing body is fully aware of its financial responsibilities and fulfils them well. The finance committee, with good support from a peripatetic bursar, makes a strong contribution to financial planning, monitors spending on a regular basis and presents information regularly to

the full governing body.

72. The school has very effective procedures for the annual budgetary cycle, which are clearly linked with its development plan. This is an improvement since the last inspection and has helped ensure that the school has continued with its long-term development. Recent developments including the setting up of the nursery and the re-organisation to four classes through employing an additional teacher have been well planned to meet budget constraints.
73. Financial management and the day-to-day regulation of the school's resources are very well planned and thorough. The daily administration of the budget is excellent. There is close and effective co-operation between school managers and support staff. The recommendations of the most recent auditor's report have been implemented and the next full audit of the school is planned for the week after this inspection.
74. The school is aware of the need to evaluate its cost-effectiveness and governors do seek best value for money in purchases. Financial control and accounting are rigorous. However, the evaluation of the cost-effectiveness of major financial commitments, in raising the standards pupils attain or improving the quality of education, is less well developed. For example, the impact of the newly opened nursery has been evaluated with regard to the quality of pupils' experiences but not against the standards they achieve. The evaluation of quality has not yet been linked to the cost of the project.
75. Overall, the school manages its resources well. They are stored so that teachers and pupils have ready access to them. Replacement and enhancement of resources are well planned within the budgetary constraints and co-ordinators are able to plan for improvement in their subjects within a clear budgetary framework.
76. The school's unit cost per pupil is high for primary schools but typical for a small school. Pupils have above average attainment on entry to the school and make good progress to attain standards well above average by the end of Key Stage 2 as a result of good quality teaching. Pupils with special educational needs make good progress against the targets set for them. Pupils respond to good teaching of the broad and balanced curriculum covering all aspects of the National Curriculum and religious education. Standards of behaviour are good and frequently very good and attendance levels are good. Overall, the school provides good value for money.

CURRICULUM AREAS AND SUBJECTS**84. Areas of learning for children under five**

77. Provision for the under fives includes part-time nursery education for five mornings per week and full time education for four year olds in the Reception/Year 1 class. At the time of the inspection there were 13 children attending the nursery sessions and there were four children in Class 1 who were under five.
78. The nursery class is housed in a mobile classroom with cloakroom and toilet facilities. It enjoys a pleasant outdoor hard surfaced playground with access to a grassed area and a wildlife garden. The children in Class1 have access to the play area every afternoon. The Reception pupils are based in a classroom in the main school with toilet and cloakroom facilities nearby.
79. The nursery profile, completed following admission, shows that pupils' attainment is above average. On entry to Reception the statutory baseline assessment results show that children continue to achieve well and that performance is above the local education authority's average. Inspection judgements show attainment is good across all areas of learning and that pupils continue to make good progress during their time in nursery. Good progress is maintained by children under five once they transfer to the main school and attainment by the age of five is above the levels expected for this age group.
80. In the area of **language and literacy** children have planned opportunities to listen to stories, poems and rhymes. They share story sessions using big books and know that books have a title and author. Children know that the text goes from left to right. Most children can re-tell the story as part of a group. They listen with rapt attention and can answer simple questions about the text and story sequence. Some are able to identify and name letter sounds and some are beginning to read independently. Most children are developing emergent writing skills and can prepare shopping lists and label pieces of work. Some children can write their own names legibly using the correct letter formation. Children speak very confidently, they answer questions clearly and are eager to engage in discussion. A child described an illustration for a story as follows, "My story is about a house on fire and the cover for the story will have a picture of a burning house with flames and smoke".
81. In the area of **mathematics** children are learning to count. Many are able to count to 13 and know, for example, that 13 is bigger than 10 and more than 12. Most pupils are able to recognise and name the numbers 1 to 10. They work with shapes, numbers and patterns and use the correct mathematical language when classifying, sorting and counting.
82. Children are gaining a **knowledge and understanding of the world** through carefully planned experiences. They are learning to prepare materials for cooking and can, for example, describe the main ingredients for making flapjacks. Children know that food changes when it is cooked. They can describe their homes and where they live. Children are able to make simple plans of their homes and convert them to three-dimensional models. They can describe the main features and the people who live there. Children show confidence and skill when using the computer. They can click and drag objects using the mouse and are able to print a finished product.

83. Very well planned activities ensure that **physical development**, particularly through outdoor play, is effectively targeted. Children are able to throw and catch large balls and control wheeled vehicles competently and accurately within a defined space. They handle tools and cooking utensils with care and reasonable dexterity. Children handle brushes and scissors confidently. Opportunities for pupils to engage in climbing and balancing activities are currently limited.
84. Activities to support **creative development** are built into daily plans and pupils make hand prints, block prints and marbling patterns. Children are able to produce mature and detailed self portraits which they annotate using emergent writing skills. They are able to cut out accurately and stick materials on to other surfaces with skill and confidence. The presentation of pupils' work would be enhanced by the use of three dimensional display.
85. Children's **personal and social development** is very well supported both in social time and across the curriculum. Children are able to play and work together co-operatively. They are learning to take turns and establish new friendships. Children feel very secure in the nursery and school environment and show some independence. They are increasingly able to take responsibility for their own actions.
86. Curriculum planning for pupils under five is very good indeed. There is very close collaboration between the nursery teacher and the teacher of Reception pupils which results in a curriculum which is well matched to the needs of young children. There is considerable overlap in terms of planning and resources and work is effectively targeted to meet the needs of all abilities. This is especially the case for pupils who are able to access elements of the National Literacy Hour. This very good liaison results in Reception and Year 1 pupils accessing the resources and outdoor facilities each day, thus easing the transition between nursery and main school and continuing to meet the development needs of four and five year olds.
87. The quality of teaching is consistently very good. It is characterised by very good curriculum knowledge and is supported by detailed planning across a range of exciting learning opportunities. Very detailed profiles of children's progress are maintained and this knowledge is wisely used to support weekly and daily plans. Very lively presentations inspire children's confidence and motivate them to succeed. The quality of relationships between staff and children is very good.
88. Children respond very well in all activities. They show eagerness and energy in their learning. Children are aware of the routines and they take care of materials and resources. Expectation is high and children respond by behaving very well.
89. Resources are generally adequate though there is an absence of large play equipment in the nursery. Although the use of big books is regular the book areas in general would be enhanced by the provision of a wider range of small books.
90. The nursery is especially well supported by adult volunteers who work very well alongside the teacher. This support is very well planned and it makes an important contribution to the effective management of the nursery and the quality of experiences that children receive.

98. ENGLISH, MATHEMATICS, SCIENCE, INFORMATION TECHNOLOGY AND RELIGIOUS EDUCATION

98. English

91. Overall, standards in English are high.
92. In the 1999 Key Stage 1 national tests and assessments, results were below the national averages for pupils attaining the expected standards of Level 2. The proportion of pupils attaining the higher Level 3 was well above the national average. Attainment was in line with that of similar schools. Over the last three years, pupils have, on average, performed at levels well above the national and similar school averages. Inspectors judge that the 1999 results were a true reflection of pupils' attainment as this particular group of pupils had above average numbers of pupils with special educational needs. The high average results of recent years more accurately reflects the standard of work seen in Key Stage 1 during the inspection.
93. In the 1999 Key Stage 2 national tests and assessments, results were very high in comparison with national averages for the proportion of pupils attaining the expected Level 4 and the higher Level 5. The results were also high in comparison with similar schools. Both boys and girls achieve at levels well above the national average. Inspectors' judgements on the work observed during the inspection indicate that pupils in Key Stage 2 are on course to sustain these high standards.
94. Pupils with special educational needs reach levels in line with their individual programmes, generally make good progress and many reach average levels by the end of each key stage.
95. Standards in speaking and listening are high at both key stages. An unusually high proportion of 11 year olds reach the above-average Level 5 in this area. These high standards arise from the wide range of opportunities for discussion and group involvement that teachers plan in their lessons. In Key Stage 1, pupils listen to stories, poems and rhymes. They dramatise familiar stories and talk confidently about the books they enjoy. Most pupils are clear and articulate speakers and many use complex sentences and descriptive vocabulary. At Key Stage 2 pupils speak with increasing maturity. They listen intently and more able pupils in particular frequently ask thoughtful and searching questions.
96. Reading standards are high at both key stages. By the age of five pupils can read simple stories in groups and some can read independently. They know the names and sounds of letters, can spell simple words and are developing a basic sight vocabulary. By the end of Year 2 most pupils are developing confidence and fluency in their reading and standards are high in comparison with national standards. At Key Stage 2 pupils continue to develop accuracy and fluency. Most pupils read with expression and respond maturely to sentence structure and punctuation. The most able can skim text to access information or follow up a particular theme or piece of dialogue. They express a preference for authors and plots. Many pupils are avid readers who demonstrate a love of books and a quest for knowledge. Since the last inspection the school has considerably increased its range of fiction and non-fiction material. This is enhanced by loans from the local education authority's library service. There remains a need to extend the range of books available to pupils at Key Stage 1 beyond those of the main reading scheme.

97. In writing, high standards are achieved at both key stages. Pupils in the Reception class are developing emergent writing skills and by the age of five can write their own names. They know that sentences begin with capital letters and end with full stops. Some are able to write simple sentences. By the end of Year 2 most pupils can write simple accounts and stories which are clearly sequenced and properly punctuated. They can spell common words correctly. Handwriting skills are at least satisfactory and pupils produce script which is clear and legible. Teachers work hard to ensure that pupils learn and practise their basic writing skills regularly. At Key Stage 2, high standards continue to be achieved with a significant proportion of pupils achieving very high standards. Pupils write confidently, with fluency and expression. They have a good understanding of language structure and its conventions. Sentences are properly constructed and spelling is usually accurate. Teachers provide many opportunities for pupils to practice and extend their writing skills particularly in history, geography and religious education. Pupils write accounts, stories, reports, letters, biographies and poems.
98. They write with sensitivity and show empathy for characters and situations. When describing nightmares a Year 4 pupil wrote, “ Lots of things are happening in my head. Fear is chasing me.” In work based on the use of similes and metaphors, a Year 6 pupil wrote in a poem about a storm, “As its thunderous voice rails and echoes furiously / The wind shrieks like a dog.”
99. Handwriting skills are very well developed and most pupils produce a very mature and attractive cursive script.
100. Overall, standards in literacy are high. Pupils are given many opportunities to use their skills in the subjects of the curriculum. They are able to extract information from texts and then write clear, logical responses, for example, in their science work on sources of electricity production in Key Stage 2.
101. In response to good teaching, pupils make good progress across both key stages. Occasionally, progress is very good at Key Stage 2. In national tests, trends over time show continuous improvement with the more able pupils consistently making good progress. The progress of both boys and girls is good and improvement rates are above the national average. Pupils with special educational needs make good progress. Well targeted support ensures that short term goals are met and as a result pupils frequently achieve in line with the levels expected for their age group.
102. Pupils respond very well in lessons and their behaviour is good and frequently very good. They are very attentive and highly committed learners who concentrate well. Most pupils take considerable pride in their work and are concerned to produce work of high quality. Pupils support each other very well and are sensitive to the learning needs of the less able.
103. The quality of teaching across both key stages is good. During the inspection, it was never less than satisfactory and in five out of seven lessons it was good or very good. Teachers plan very carefully to meet the varied needs of pupils. As a result of skilful ongoing assessments teachers know their pupils’ capabilities very well. Planning for pupils with special educational needs is detailed and effective. A good knowledge of the subject and a love of the English language and its structures result in lively and effective teaching. Teachers have high expectations of all pupils and as a consequence they respond well. The very effective use of support staff and adult volunteers makes an important contribution to high standards. On a few occasions, usually at Key Stage 1, the pace of lessons is a little slower and a sense of urgency is lost.

104. The English curriculum is very well organised. It meets statutory requirements and is well supported by the successful implementation of the National Literacy Strategy. A carefully mapped programme ensures that all the key elements are taught over the key stages. Marking is regular and frequently includes comments which help pupils to improve.
105. Since the last inspection standards have improved year on year. More able pupils are achieving at the higher levels and revised assessment procedures ensure that work is carefully targeted to meet the needs of pupils of all abilities.
113. **Mathematics**
106. Overall, standards in mathematics are high.
107. In the 1999 Key Stage 1 national tests and assessments, results were below the national averages for pupils attaining the expected standard of Level 2. However, the proportion of pupils attaining the higher Level 3 was well above the national average. In comparison with similar schools the results were similar. Over the last three years performance has been above the national average and above the average for similar schools.
108. Inspectors' judgements on the work seen in lessons in Key Stage 1 and from a scrutiny of pupils' current and past work supports the picture of generally above average attainment. For example, pupils in Year 1 can add and subtract numbers up to ten and use this information to solve simple problems. From a careful review of the work of pupils in Year 3 inspectors judge that the results in 1999 reflect the attainment of the pupils accurately. This particular year group has above average numbers of pupils with special educational needs.
109. In the 1999 Key Stage 2 national tests and assessments, results were very high in comparison with the national averages for the percentage of pupils attaining the expected Level 4 and the higher Level 5. The results were also high in comparison with similar schools. Over the last three years standards have been well above national and similar school levels.
110. Inspectors' judgements on the work seen in lessons in Key Stage 2, and from a scrutiny of pupils' past and current work, support this picture of high standards. For example, pupils in Year 6 very effectively identify and explain number patterns and pupils in Year 3 can solve whole number problems using multiplication and division and they have a secure understanding of place values up to a thousand.
111. Standards in numeracy are high in both key stages. Pupils use number in a variety of ways in their work in science and design and technology. They present information graphically; for example, pupils in the Year 2 and 3 class presented information they collected on pupils' birthdays using bar charts.
112. In both key stages pupils make good progress through consistently good and frequently very good teaching. They develop a secure understanding of all aspects of mathematics. They are able to solve problems with increasing facility and use a wide range of mathematical vocabulary correctly. By the end of Key Stage 2 pupils regularly use information to present their

mathematical data. Pupils with special educational needs make good progress.

113. Pupils respond positively to their mathematics lessons. They concentrate well and often work enthusiastically. They readily respond to challenging work with a desire to do well. They help one another to achieve and collaborate well when asked to do so. For example, pupils in Key Stage 1 are often asked to discuss their answers and how they obtained them in pairs.
114. Teaching of mathematics is good. The quality of teaching seen was never less than satisfactory and was frequently very good and occasionally excellent. Teachers have a secure subject knowledge and plan lessons very effectively to use a range of different approaches. They assess pupils' progress accurately and use the information gained to target what should be learned next by pupils. This ensures that pupils are presented with challenging work in almost all lessons. Lessons are delivered at a brisk pace and teachers frequently enthuse pupils to achieve very high standards.
115. The mathematics curriculum is well planned to meet statutory requirements. The National Numeracy Strategy is being effectively implemented. Teachers plan their lessons very effectively to meet the needs of the pupils of different ages and abilities in their classes.
116. The quality of teaching has improved since the last inspection and this has resulted in pupils making better progress and attaining higher standards.
124. **Science**
117. Overall, standards in science are high.
118. In the 1999 Key Stage 1 teacher assessments, results were in line with the national averages for pupils attaining the expected standard of Level 2, however, the proportion of pupils attaining the higher Level 3 was well above the national average. In comparison with similar schools the results were well below the average for those attaining the expected Level 2 and well above for those attaining the higher Level 3. Over the last three years performance has been above the national average and above the average for similar schools.
119. Inspectors' judgements on the work seen in lessons in Key Stage 1 and from a scrutiny of pupils' current and past work supports the picture of generally above average attainment. For example, pupils in Year 2 can identify and sort a range of different material according to their physical properties such as shiny or hard and can differentiate between natural and man made materials. From a careful review of the work of pupils in Year 3 inspectors judge that the results in 1999 reflected the attainment of the pupils accurately. This particular year group has above average numbers of pupils with special educational needs and higher attaining pupils than usually found.
120. In the 1999 Key Stage 2 national tests and assessments, results were very high in comparison with the national averages for the percentage of pupils attaining the expected Level 4 and the higher Level 5, with no pupils attaining lower than the expected level. The results were also high in comparison with similar schools. Over the last three years standards have been well above national and similar school levels.

121. Inspectors' judgements on the work seen in lessons in Key Stage 2, and from a scrutiny of pupils' past and current work, support this picture of high standards. For example, pupils in Year 6 show a good understanding of electrical circuits and can build circuits for specific purposes such as lighting 'Henry's House' in their design and technology project. Pupils in Year 4 understand the need for a healthy diet and can identify foods containing carbohydrates and fats. Pupils attain similar standards in all aspects of science including investigative science.
122. In both key stages pupils make good progress. Well planned lessons and good teaching ensure that progress is sustained over time. Pupils with special educational needs make good progress, often supported very effectively by non-teaching classroom support assistants.
123. Pupils clearly enjoy their science lessons. They often work enthusiastically, sustaining good levels of concentration over long periods of time, for example, when Year 3 pupils were investigating and sorting a wide range of different materials. They co-operate well to complete shared tasks and take turns using equipment. They show good levels of independence when completing practical tasks.
124. The quality of teaching is good overall in both key stages. Teachers have secure subject knowledge and plan effective lessons that build upon pupils' previous experiences. In the best lessons, judged as outstanding, teachers have very high expectations of their pupils and very challenging lessons are delivered at a brisk pace. Teachers use assessment information to guide their planning and they identify closely the work for pupils with special educational needs. This ensures that pupils make good progress. Teachers expect pupils to develop an independent approach to their investigative work in science allowing opportunities for pupils to develop their own ideas and predictions to test.
125. The science curriculum is well planned to meet the needs of pupils and to meet National Curriculum requirements.
126. Standards in science have improved since the last inspection and by the end of Key Stage 2 the improvement over the last three years has been sustained. The improved standards are a direct result of the improved quality of teaching, which is promoting improved progress by pupils.
134. **Information technology**
127. Overall, pupils are attaining standards that are at least typical for their ages by the end of both key stages. High attaining pupils attain standards well above those expected.
128. From a scrutiny of pupils' work and direct observation of pupils using information technology inspectors judge that by the end of Key Stage 1 pupils are attaining standards at least typical for their age. In Year 2 pupils are able to access and use a range of appropriate software and have, for example, used drawing software to produce pictures and patterns. They regularly use word processing to present their written work.
129. An examination of pupils' work together with direct observation of pupils using information technology indicates that by the end of Key Stage 2, the majority of pupils are at least attaining

the expected standards in information technology. They are able to use standard word processing programs to present written material. A number of older pupils in Year 5 and 6 use musical software to compose melodies and collect data using sensors in science, for example, when investigating the cooling of a warm material over time and presenting the results graphically. There was evidence within teachers' planning records showing that pupils have the opportunity to use the computer to control simple electrical devices.

130. During the inspection, no direct teaching of information technology was observed. The teacher's planning shows that opportunities for the use of information technology are identified within lessons in the other subjects of the curriculum. Opportunities are provided for pupils to work in information technology in small groups or individually. Older pupils are often responsible for recording their activities so that teachers can monitor the progress they make.
131. The range and quality of the computers available is good and further development of the National Grid for Learning will enhance pupils' learning, particularly the oldest pupils, by giving them access to a wide range of reference information through the Internet.
139. **Religious education**
132. The religious education programme is based on the North Yorkshire Agreed Syllabus and is linked to the broadly based themes studied. Overall, pupils' attainment is in line with the expectations outlined within the agreed syllabus across all its main aspects for both key stages. Two lessons were observed, one at each key stage. Pupils in Reception and Year 1 were introduced to the Jewish celebration of Shabbat. They understand that Shabbat is a special time for Jews. This work was well linked to the class topic based on homes. Pupils were able to recall previous discussions related to growing old and the need to care for the elderly. At Key Stage 2 pupils study places of worship and key figures in religious traditions. Year 5 and 6 pupils looked at the life of John Fisher and his links with the local parish. Following a factual demonstration by the local rector, they were able to produce illustrated and annotated drawings of church vestments and symbols from the 15th and 16th Centuries and compare them with similar items in use today. Some pupils were able to write a brief and reflective biography of John Fisher's life.
133. Overall, pupils make at least satisfactory progress in religious education in line with the expectations for their age group. Some pupils make very good progress. Key Stage 2 pupils, in particular are eager to read books and many avidly seek additional information which takes their knowledge forward. Pupils' behaviour is good and frequently it is very good. They are attentive listeners and keen workers. Pupils respond very well to their teachers and visiting speakers.
134. Only two lessons of religious education teaching were observed during the inspection. The quality of teaching in these lessons was judged to be good. Lessons are carefully planned and teachers' subject knowledge is good. Simple ongoing assessment procedures ensure that teachers know their pupils well and plan for them accordingly. Resources and artefacts are well used to support and enliven the curriculum. The religious education policy is successfully implemented and contributes to pupils' all round personal development. Using the long term planning framework teachers prepare medium and short term plans across project themes.

142. **OTHER SUBJECTS OR COURSES**

135. The evidence gathered during the inspection suggests that overall pupils are making good progress.
136. The school governors have recognised the need to reflect the national priority for improving pupils' literacy and numeracy skills. As a result the majority of the teaching time is devoted to teaching English and mathematics. Appropriate time is allocated to science, information technology and religious education. However, this means in practice that the time available for the teaching of the other subjects of the curriculum is limited.
137. From the evidence gathered during the inspection the limited amount of time allocated to the range of subjects is not having a detrimental effect on the pupils' knowledge and understanding of key ideas and skills in most of the subjects they study.
138. In the other subjects of the curriculum there was insufficient evidence to make a secure judgment on the quality of teaching in individual subjects as not all classes were observed following all the subjects of the curriculum. However, overall, the quality of teaching observed in these subjects was good in both key stages. Teachers plan lessons very effectively from a secure knowledge base. They use a range of appropriate strategies and methods to deliver lessons at a lively pace. For example, in a music lesson in Key Stage 1 the teacher enabled pupils to learn practically how to develop a rhythm using a range of percussion instruments, both individually and in groups. In a physical education lesson in Key Stage 2 pupils were encouraged to work actively to improve their throwing and striking skills using a ball and bat. In both lessons the progress made was apparent to the teacher and the pupils.
146. **Art**
139. Pupils are working well towards the targets set within the National Curriculum in both key stages. In Reception and Year 1, pupils are able to represent their ideas in pencil, paint, chalk and clay. They are able, for example, to produce simple observational pen drawings of St. Oswald's Church. In Year 2 drawings become more detailed and pupils use paint with increasing skill to produce accurate portraits. In the one lesson observed, Year 3 and 4 pupils were able to talk about the style of Monet and describe features of technique. They were able to express their ideas confidently using this work as an inspiration for their paintings. This lesson was skilfully linked to remembrance week and the reading of 'In Flanders Fields' was thoughtfully used to encourage reflection and empathy. Pupils in Years 5 and 6 are able to produce carefully executed pencil drawings and use a range of pastel and brush techniques to produce imaginative and colourful wildlife watercolours of good quality. These opportunities make an important contribution to pupils' personal development.
140. Pupils make good progress. Pupils with special educational needs frequently make good progress as a result of targeted support and sensitive peer group encouragement. In the one lesson observed the enjoyment and level of concentration was intense. Pupils behaved extremely well even when working within a confined space. They showed considerable maturity and were able to work purposefully without direct supervision.

141. The policy for art is clear and informative. The scheme of work provides a clear framework for pupils' learning from Reception to Year 6 and is in line with statutory requirements. It is used effectively to support teachers' lesson planning to ensure that pupils' learning builds upon what they already know and can do.
142. The previous inspection noted that three-dimensional work was underdeveloped. Whilst some progress has been made to broaden the range of materials available, particularly through the increased use of clay, there are not enough opportunities for work in this area.
150. **Design and technology**
143. At the time of the inspection, there was limited evidence of work in design and technology. The evidence available indicated that pupils are attaining standards typical for their age. For example, younger pupils have made faces from clay showing appropriate making skills. Older pupils designed and made cardboard rooms for homework as possible designs for the 'Henry's House' project. These were well made and finished. Pupils evaluate their products as to their ability to meet the desired outcome. Teachers' planning records indicate that further appropriate learning opportunities will be presented to pupils during the rest of the year.
144. Year 5 and 6 pupils were making embroidered coasters and napkin rings using wool and patterns, which reflected their topic work in history on the Tudors. They had a good understanding of the various stitches and the way they contributed to the pattern. From the ongoing and completed work pupils are making good progress in developing their design and technology skills through the process of problem identification, design, making and evaluating.
152. **Geography**
145. Pupils are working satisfactorily towards the targets set out in the National Curriculum. In Reception and Year 1, pupils are able to describe their homes and the areas where they live. In Year 2, pupils can draw maps of imaginary places and use symbols to represent key features in preparation for a more detailed study of their own locality. In the one lesson observed pupils in Years 3 and 4 were gathering information from Ordnance Survey maps. They were able to locate places of interest and use compass references to identify villages and sites. Pupils are able to interpret signs and symbols with increasing confidence.
146. Generally, pupils are making at least satisfactory progress in all aspects of the subject. They make good use of their literacy skills in map reading and labelling diagrams. Pupils with special educational needs make good progress alongside their peers as a result of well targeted support. In the lesson observed pupils showed an enthusiasm for the subject and particularly enjoyed the map reading exercise. They concentrated and behaved very well.
147. The geography policy identifies the specific objectives for the subject. Long term planning is based on three cycles of subject material across Key Stage 1 and a four-year cycle at Key Stage 2. This ensures that pupils' skills and knowledge develop appropriately as they move through the school. Teachers plan tasks that are thoughtfully matched to meet the learning needs of pupils. The geography curriculum meets statutory requirement and contributes to pupils' social and cultural knowledge through the study of their local area as well as specified areas in other countries.

155. **History**

148. In history, pupils are working well towards the National Curriculum targets. As a follow up from a visit to Rydale Folk Museum pupils in Years 2 and 3 were able to discuss and identify differences between lifestyles and commonly used domestic objects from the past, with those of the present. As part of a history topic on the Tudors, Year 5 and 6 pupils visited Burton Agnes Hall earlier in the term. This is a joint history and religious education theme which is based on key figures and in particular the life and work of John Fisher, Rector of Lythe 1499-1504. Following a visit and lesson presentation in St. Oswald's Church pupils were able to link local parish history and national events. They understood that making an inventory would give them a lot of additional information about someone from the past.
149. Pupils make good progress in learning about the past. Some pupils make very good progress by asking searching questions and seeking additional evidence in reference books. They make good use of their developing writing skills to prepare biographies and accounts. Pupils with special educational needs are very well supported by staff and they make good progress alongside their peers. In lessons pupil motivation is high. In upper Key Stage 2 in particular, skilful collaborative planning and a wise choice of topic linked to local history, succeeds in capturing pupils' interest and imagination. This results in good concentration and responsible behaviour. Empathy and reflection are encouraged and this contributes to thoughtful writing and pupils' personal development.
150. The history policy outlines the overall aims and principles for the teaching of history and provides helpful suggestions about artefacts and resource material. The areas of study for Key Stage 1 and the history study units for Key Stage 2 are clearly planned for the year groups in a series of cycles. This ensures that pupils' skills and learning are developed systematically as they move through the school. This framework is effectively used to support teachers' lesson planning.

158. **Music**

151. Across the school pupils are working very effectively towards the targets identified within the National Curriculum. From Reception and through Key Stage 1 pupils are learning to repeat simple rhythms both individually and in groups. Some pupils are able to copy and create more complex sound and word patterns. Most pupils can sing in tune and sustain a melodic line. Pupils in Years 3 and 4 are able to accompany recorded music accurately using tuned and un-tuned percussion instruments. In response to direct teaching they are able to improve the quality of their performance giving attention to phrasing and dynamics. Pupils at Key Stage 2 are able to sing more complex melodies accurately and in tune.
152. Pupils make at least sound progress. Pupils with special educational needs frequently make good progress because of carefully targeted adult support. Pupils behave very responsibly in lessons, they maintain a high level of interest and they support each other very well. They enjoy performing and display great energy and considerable commitment.
153. The music policy briefly outlines the aims and objectives for the subject and makes appropriate reference to the Qualification and Curriculum Association's curriculum planning guidance and

a published scheme to ensure that pupils' learning builds from year to year. Teachers' individual lesson planning is clear and detailed and well linked to the long term plans. Presentation is lively, energetic and varied. This results in high levels of pupil participation, a commitment to high standards and, for the most part, very good behaviour.

154. Although there is no regular school choir, pupils have the opportunity to take part in singing classes in the Eskdale Festival each year. Group tuition is available weekly for guitar and keyboard. Individual tuition is available in woodwind and strings. Pupils' musical skills were not used during the inspection week to support collective worship.

162. **Physical education**

155. Overall, pupils are making good progress in physical education. They work productively and with sustained concentration. They are able to work well individually, in pairs and small groups. Pupils of differing abilities, including those with special educational needs, make at least appropriate progress especially when teachers use a variety of tasks to meet their needs.

156. All pupils have positive attitudes to physical education. They enjoy physical activity. Older pupils are able to work well with limited supervision. They respect one another and always use equipment safely. They demonstrate good levels of independence, with even the youngest pupils able to change and dress with minimal assistance.

157. The teachers' planning shows that all elements of the National Curriculum physical education programme are covered appropriately. All pupils have the opportunity to swim for seven lessons each year. Swimming takes place at a nearby public swimming pool and the teacher from the school has a swimming instruction qualification. By the end of Key Stage 2 all pupils have attained the swimming standard identified in the national physical education programme.

158. A governor takes football coaching after school each week and fifteen to twenty pupils regularly take part. A teacher takes netball coaching each week. There are opportunities for competitive games with other small schools. Pupils take part in athletics training during the summer months which leads to participation in local competitions. Pupils also take part in locally organised swimming galas.

166. **PART C: INSPECTION DATA**

166. **SUMMARY OF INSPECTION EVIDENCE**

Range and extent of discussions with pupils

1. Discussions were held with many pupils from each class. This ensured a coverage of each year group and the attainment range within each class. Each inspector took part. Discussion centred on the life and work of the school. Pupils talked about their work and achievements. This gave an indication of the standards achieved by the age of five and by the end of Key Stage 1 and Key Stage 2. Evidence from these discussions was used to inform the appropriate aspects and subjects. Pupils were heard reading, their mathematical, information technology and scientific knowledge was examined.

167. **Range and extent of discussion with staff**

2. All teaching staff were involved in discussions with the inspectors. These discussions covered their particular areas of responsibility and the general work of the school. Some non-teaching staff were involved in informal discussions about their particular roles and responsibilities.

168. **Range and amount of pupils' written and other work**

3. The work of pupils in all classes and all attainment groups was examined by the inspectors. In addition, a systematic analysis of pupils' work took place during the inspection. This involved for each class the English and mathematics work for all pupils. All work for the remaining subjects of a sample of pupils, including those judged by the school to be higher attainers, average attainers and lower attainers was analysed. Pupils also discussed their work with the inspectors and read to them. An examination of the books in the school and of the available resources was made.

169. **Any other evidence**

4. Discussions were held with a group of governors.
5. Prior to the inspection, a meeting was held at which parents' views on the work of the school were gathered.

172. **DATA AND INDICATORS**

172. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	80	2	22	6
Nursery Unit/School	6.5	0	0	n/a

172. **Teachers and classes**

172. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	4.4
Number of pupils per qualified teacher:	18

172. **Education support staff (YR – Y6)**

Total number of education support staff:	2
Total aggregate hours worked each week:	39

172. **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	0.5
Number of pupils per qualified teacher:	13

172. **Education support staff (Nursery school, classes or unit)**

Total number of education support staff:	0
Total aggregate hours worked each week:	0
Average class size:	20

172.

Financial data

Financial year:	1998
	£
Total Income	167,093
Total Expenditure	163,751
Expenditure per pupil	2,046
Balance brought forward from previous year	25,870
Balance carried forward to next year	29,212

172. **PARENTAL SURVEY**

Number of questionnaires sent out: 80
 Number of questionnaires returned: 41

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	72.5	27.5	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	78.0	22.0	0	0	0
The school handles complaints from parents well	43.6	33.3	17.9	5.1	0
The school gives me a clear understanding of what is taught	45.0	40.0	12.5	2.5	0
The school keeps me well informed about my child(ren)'s progress	56.1	34.1	9.8	0	0
The school enables my child(ren) to achieve a good standard of work	46.3	48.8	4.9	0	0
The school encourages children to get involved in more than just their daily lessons	46.3	39.0	12.2	2.4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	33.3	43.6	7.7	12.8	2.6
The school's values and attitudes have a positive effect on my child(ren)	53.7	41.5	2.4	2.4	0
The school achieves high standards of good behaviour	46.3	46.3	4.9	2.4	0
My child(ren) like(s) school	65.0	32.5	0	2.5	0

1. A higher proportion of parents than usual responded to the questionnaire when the number of families represented is taken into account. This reflects the strong involvement of parents in the work of the school. The responses reflect the views of parents expressed at the parents meeting. Overall, parents are very supportive of the school and are pleased with the high standards their children achieve. They would, however, like more information regarding the work their children are doing in school and clearer information regarding the work their children are expected to do at home.